ED 405 236 DOCUMENT RESUME SO 024 005

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ABSTRACT

This package includes materials for students and accompanying teaching guides and posters for teaching about life in contemporary Saudi Arabia for grades 1-8. The student folder for grades 1-3 presents information about the Middle Eastern nation in the form of a boy's letter to a friend back home. In the letter are descriptions of the cities of Riyadh and Jeddah, the Islamic faith, Saudi farming, recreational activities, the Saudi oil industry, and other aspects of life in the country. The teaching guide sets out general teaching objectives, then presents background material, objectives, skills tips, and discussion questions corresponding to each page of the child's letter. Student worksheets in the guide include a connect-the-dots illustration, a page requiring students to tell the boy's story chronologically, multiple choice questions, and other activities. Presented in the form of a one-act play for classroom role playing, the pamphlet for grades 4-6 describes Saudi Arabia as a modern nation. Students learn about the country's role in the oil industry, its central position in the religion of Islam, and its relationship with the United States. The student folder includes color photographs and a map. On both sides of the poster are photographs portraying various aspects of Saudi life. The teacher's guide includes suggested teaching objectives, instructions for using the poster, details on developing map, photo, and reading skills, a pronunciation and vocabulary key, a guide to topical segments, and follow-up activities. The guide also includes worksheets for students. Readings for junior high school students (grades 7-8) and senior high school students (grades 9-12) describe the nation's geography, people, future, and Islamic faith. A discussion of the challenges that Saudi Arabia faces touches on the country's mineral wealth, its need for economic diversification, the government's ability to share its wealth with the Saudi people, and its relations with the United States and the rest of the world. Included are color photographs and two maps. The teacher's guide includes suggested learning objectives, background material on reading topics, discussion ideas, learning activities, and duplicatable student worksheets. (SG)

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ED 405 236

1-3

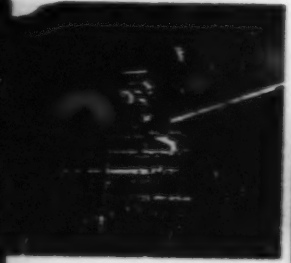
A TEACHING PROGRAM ON THE KINGDOM OF SAUDI ARABIA

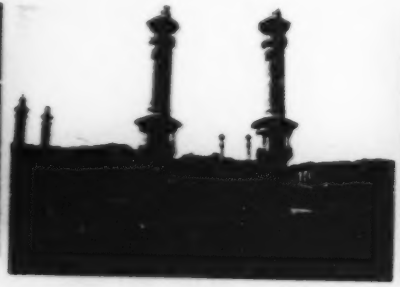
FOR GRADES 1-3

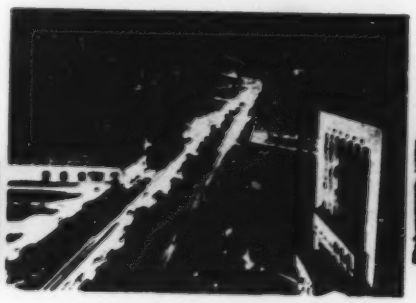
Our Visit to Saudi Arabia

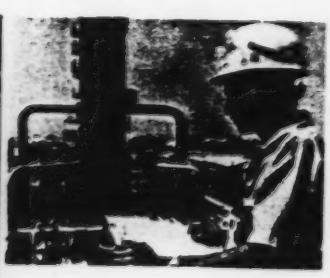
Saudi Arabia Today

SO 024 005









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TEACHING GUIDE FOR

"Our Visit to Saudi Arabia"

Introduction to the Teaching Program. The classroom set of student folders titled "Our Visit to Saudi Arabia" plus the accompanying class poster and this guide offer primary-grade teachers a self-contained program for teaching about Saudi Arabia today. Use of the program will

1. add to students' knowledge of the world by introducing a major country, the Kingdom of Saudi Arabia;
2. expand their grasp of the concepts of neighborhood and community, as they read about life in Saudi Arabia;
3. strengthen students' reading skills in the social studies content area.

The Student Folder. "Our Visit to Saudi Arabia" is a story about Jeff, an American boy, who—with his parents and sister—visits a family in Riyadh, Saudi Arabia. Their host, Dr. Majed, has a son, Ahmad, who is Jeff's age. Ahmad accompanies Jeff on a tour of Saudi Arabian cities and places of interest, and the two boys become friends.

The vocabulary will be familiar to most primary-grade students. Special words include: SAU-dee Ah-RAY-bee-uh, MAH-jed, AH-mahd, REE-yad, MOSK, MUS-limz, IS-lam, dah-RAN, JED-dah.

USE OF THIS TEACHING GUIDE

General Teaching Objectives. Depending on students' grade level and your own curriculum, the following social studies objectives can be achieved with the use of "Our Visit to Saudi Arabia." You can ask students to

- name three cities in Saudi Arabia, and tell one important fact about each;
- locate places on a map of a Riyadh neighborhood;
- state one fact about the religion of Islam;
- compare a classroom in Saudi Arabia with their own;
- form generalizations about Saudi Arabia's natural features (based on reading poster, photos, and text);
- form generalizations about occupations in Saudi Arabia (based on reading poster, photos, and text);
- use context clues to find the meaning of new terms.

Introducing the Program to Students. Either side of the poster for "Our Visit to Saudi Arabia" can be used to introduce the story of Jeff's travels.

Side 1 (*photos reprinted from the student folder*). These photos show a classroom in Saudi Arabia; a worker in a Saudi oil company; a street scene in modern Riyadh, Saudi Arabia's capital; and a mosque, a place of prayer in Saudi Arabia. The motivational value of Side 1 lies in the *overall question* it prepares students to think about: "Where (*if not in America*) were the pictures taken?"

Students should easily identify the classroom photo. Point out the writing on the chalkboard (*words in Arabic script*). Ask: "Are these words? Do you think the children in this class can read them?" Follow the same line with the other photos: "What is this building (*the mosque*)? Where do you think this man (*the hardhat*) is working?" Following discussion, tell children the photos were taken in a country visited by Jeff, an American boy, whose story they will read, and distribute the folders.

Side 2 (*Saudi children's art work*). Tell students that children in another country drew these pictures of scenes in their neighborhoods. Ask them to identify *types* of objects in these artworks (*homes, children, animals, buildings*). Ask: "Where do you think the children who drew these pictures live?" Following discussion, distribute the folders.

PAGE 1 (Cover)

Background. Ahmad, the boy whose smile fills the cover of "Our Visit to Saudi Arabia," is heir to a culture whose members have been on the Arabian Peninsula for—according to archaeologists—at least 5,000 years. Building on their long heritage of art, industry, and firm social bonds, Saudi Arabians have been followers of Islam for more than 1,400 years, a Kingdom for more than five decades, and a modern nation with global influence in our time. (*See "Saudi Arabia at a Glance."*)

Students may ask about Ahmad's headdress, the *ghotra*. It is a traditional item of clothing for Saudi Arabians, who usually choose red-and-white checked cloth for the cooler seasons and white for hotter periods. Other traditional items include the *thaub*, a long garment, and the *mishlah*, a flowing robe. (*See also pages 5, 7, 11.*) Women in traditional dress wear the *abaya*, an outer robe.

As they turn the pages of the folder, children will notice that Saudis do not wear traditional clothing on all occasions or in all places. (*See pages, 6, 7, 8, 10.*)

Objectives. Students can be asked to

- discuss what happens when friends visit one another;
- use the photo of Ahmad and the title to guess (predict) what the story will be about.

Skills Tip. Tell students it's a good idea to play a detective game with photos they've never seen before. The detective asks questions about what's in the photo. Examples, applied to the cover photo: "Who is this boy? Why is he smiling? Where does he live?"

The story title is another "clue" inviting questions: "Whose visit to Saudi Arabia will we read about?"

Questions for Discussion. Invite students to put the clues together to form new questions and then predict the answers. "Does this boy visit Saudi Arabia? Or does someone visit *him* in Saudi Arabia?"

(Note: When discussion questions are phrased in a "yes-no" context, it is understood that you will want students to give reasons for their answers.)

PAGE 2

Summary/Background. Jeff's letter to Kenny introduces himself, his family, and the Majeds (friends of Jeff's Dad), one of whom is Ahmad, a boy Jeff's age.

Reference to Dr. Majed's profession as a scientist is a reminder of the basis of many Saudi-American contacts. Saudi and American professionals in business, engineering, and research have worked together increasingly since the Kingdom was reunified in the 1930s. Today, thousands of Americans visit and work in Saudi Arabia and many Saudis study at American universities.

Objectives. Students can be asked to

- tell one fact about Saudi Arabia;
- revise and/or make new predictions about the story they will read in "Our Visit to Saudi Arabia."

Skills Tip. As the content of Jeff's letter shows, he is writing to Kenny at a point when he (Jeff) has already been in Saudi Arabia for at least a few weeks.

To help students realize that the events to be described on the following pages happened *before* Jeff wrote his letter, ask: "What does Jeff mean by the last sentence, 'The other pictures show places we visited.'? Where are these pictures? When did Jeff (or Jeff's Dad, etc.) take them?"

Questions for Discussion. "(1) How does Jeff feel about being in Saudi Arabia? (2) What has he learned already about the country? (3) Do you think he has seen many places? (4) How do you think Jeff's Dad and Dr. Majed became friends? (5) Are Jeff and Ahmad friends, too?"

PAGE 3

Summary/Background. Jeff's visit starts in Riyadh, the capital of Saudi Arabia, where the Majeds live.

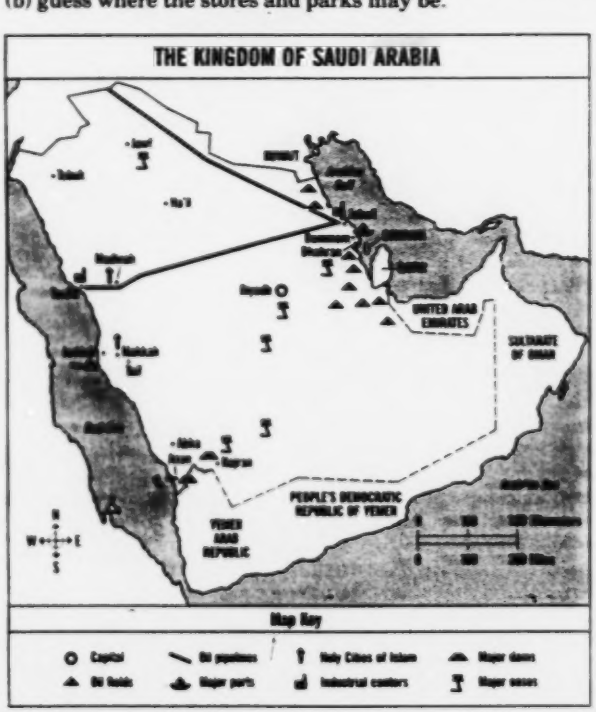
A modern city of more than a million people, Riyadh has been the home of the Saud family for centuries. Modern roads link its government buildings with new universities, hospitals, hotels, and residential sectors. Once supplied by the water from its dozens of oases, Riyadh now also depends on desalinated water that is transported by pipeline from hundreds of miles away.

The traditional date palm (seen in the median strip of this Riyadh street) is the source of a major Saudi crop. The Kingdom produces about 10 percent of the world's dates.

Objectives. Students can be asked to

- state one fact about Riyadh;
- tell in their own words what a capital city is;
- name things in a photo of a city that show the city is large;
- tell in their own words how the photo and text about Riyadh are part of the story "Our Visit to Saudi Arabia."

Skills Tip. Relating photo clues to an accompanying text is an important skill for children to practice. Ask students to (a) pick out the building where they think Dr. Majed works, (b) guess where the stores and parks may be.



Questions for Discussion. "(1) How can we tell that Riyadh is a large city? (2) What do you think the Majeds did when Jeff and his family first arrived in Riyadh? (*made them comfortable, took them on a tour of the city, showed them Dr. Majed's office, etc.*) (3) Riyadh is the capital of Saudi Arabia: Name one job that people do when they work for their country's government."

PAGE 4

Summary/Background. Jeff's Dad draws a map of places near Ahmad's home in Riyadh. The map (a composite, created for the story) emphasizes the concept of neighborhood. The mosque in the drawing, and its place in Islam, is the subject of both the photo and text on page 5.

Objectives. Students can be asked to

- tell, in their own words, what a neighborhood is;
- locate places on a neighborhood map;
- (using the map) draw inferences about everyday activities in Riyadh (and thus, in other modern Saudi cities);
- use context clues to find the meaning of a term.

Skills Tip. If students tend to come to a full stop when they meet an unknown word in a sentence, suggest this approach: (a) Read the sentence aloud. (b) Instead of reading the word you don't know, say the word "missing." (Thus, 'Ahmad and his Dad go to the *missing* to pray.') (c) Think about the *whole* sentence. Is there a clue to the word you don't know? (Thus, children may realize: 'To pray' is a clue. The term mosque has something to do with religion. A mosque is probably a place to pray.)

Questions for Discussion. "(1) Does Ahmad's neighborhood seem like yours (the students')? (2) Why do you think Jeff's Dad drew a map of Ahmad's neighborhood? (3) What route (path) do you think Ahmad takes to school?"

PAGE 5

Summary/Background. Jeff's Dad takes him to visit a mosque and tells him about Islam, the religion of all Saudi Arabians.

It is not possible to understand Saudi Arabia without understanding the special place Islam has in the lives of its people. Islam began in the Arabian Peninsula more than 1,400 years ago, when Mohammad, a native of Makkah, proclaimed the revelation that there is only one God and that he (Mohammad) was God's prophet.

Islam spread through northern Africa, southern Europe, and southern Asia. Today, it claims almost a billion followers, all of whom regard Makkah and Madinah, in Saudi Arabia, as their holiest cities. Saudis, whose laws are based on Islam, make special efforts to host almost two million of these Muslims on their annual *hajj* (pilgrimage) to Makkah. (*See "The Five Pillars of Islam."*)

Objective. Students can be asked to

- state one fact about the religion of Saudi Arabians.

Skills Tip. As an exercise in making comparisons, ask students to compare the photo of the mosque on page 5 with the drawing of a mosque on page 4. "Do you think the mosque in the photo on this page is the same mosque that Jeff's Dad drew in his map of Ahmad's neighborhood?" As children look from one page to the other and volunteer answers, urge them to give the reasons for their judgments.

There isn't, of course, a "right" answer. But students should note the common elements in both representations of a mosque. They are the larger section (an enclosed space) and the *minaret* (a tower), from which Muslims are called to prayer five times a day.

(Continued on page 7)

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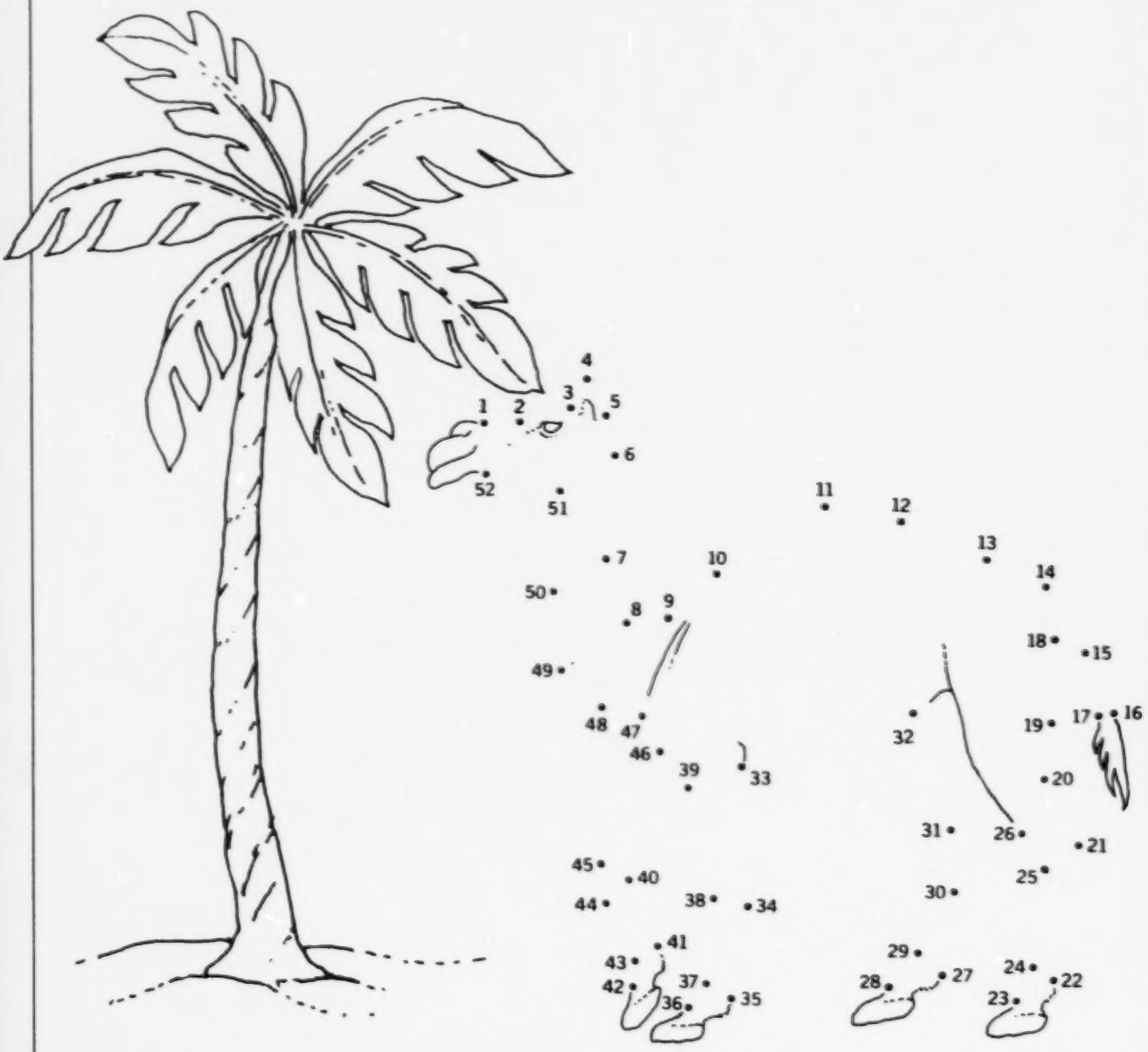
Jeff Sees a Camel!

Jeff visited a man who raises camels. Jeff began to draw a picture of the things he saw. Can you finish the picture for Jeff? Here are some clues!

1. Use your pencil to connect the dots. Follow the numbers.
2. Draw another palm tree behind the camel.
3. Color each part of the picture.



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Tell the Story of Jeff's Visit.

1. Help Jeff tell about his visit to Saudi Arabia!

   A. Read the list of things that happened during Jeff's visit. The first thing that happened has the number 1 in front of it.

   B. Write 2 in front of the next thing that happened.

   C. Then use the numbers 3, 4, 5, and 6 to tell when things happened after that.

_____ Jeff's Dad draws a map of Ahmad's neighborhood.

_____ Ahmad gives Jeff some stamps.

_____ Jeff writes to his friend Kenny.

_____ Ahmad's Dad takes Jeff to see a camel race.

1 Jeff and his family arrive in Saudi Arabia.

_____ Jeff's Mom visits a classroom in Jeddah.

2. A. Read all the words in the box below.

   B. Choose one word. Use it in a sentence about Jeff's visit.

   C. Write your sentence on the lines below.

farms	**oil**	**mosque**	**Muslims**
Arabic	**soccer**	**Riyadh**	**Red Sea**

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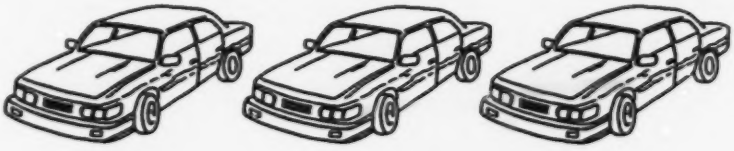
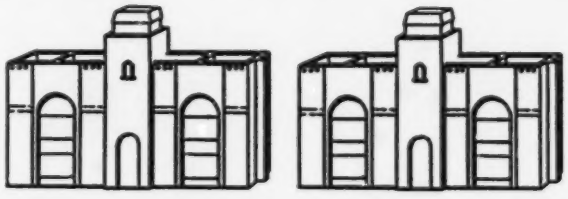
What Did Jeff Learn About Saudi Arabia?

A. What did Jeff learn in Saudi Arabia? Read each question below. Then choose the correct answer. Draw a line under each correct answer.

1. What is the capital of Saudi Arabia?
   (a) Riyadh (b) Makkah
2. What is Jeddah?
   (a) a farm (b) a busy port
3. What is the religion of all Saudi Arabians?
   (a) Buddhism (b) Islam
4. How do people read Arabic words?
   (a) right to left (b) left to right

B. How many pictures are in each row? Draw a line between each set of pictures and the matching number word. Then write the number on the blank next to the number word.

5. 

6. 

7.

a. two _____

b. five _____

c. three ____

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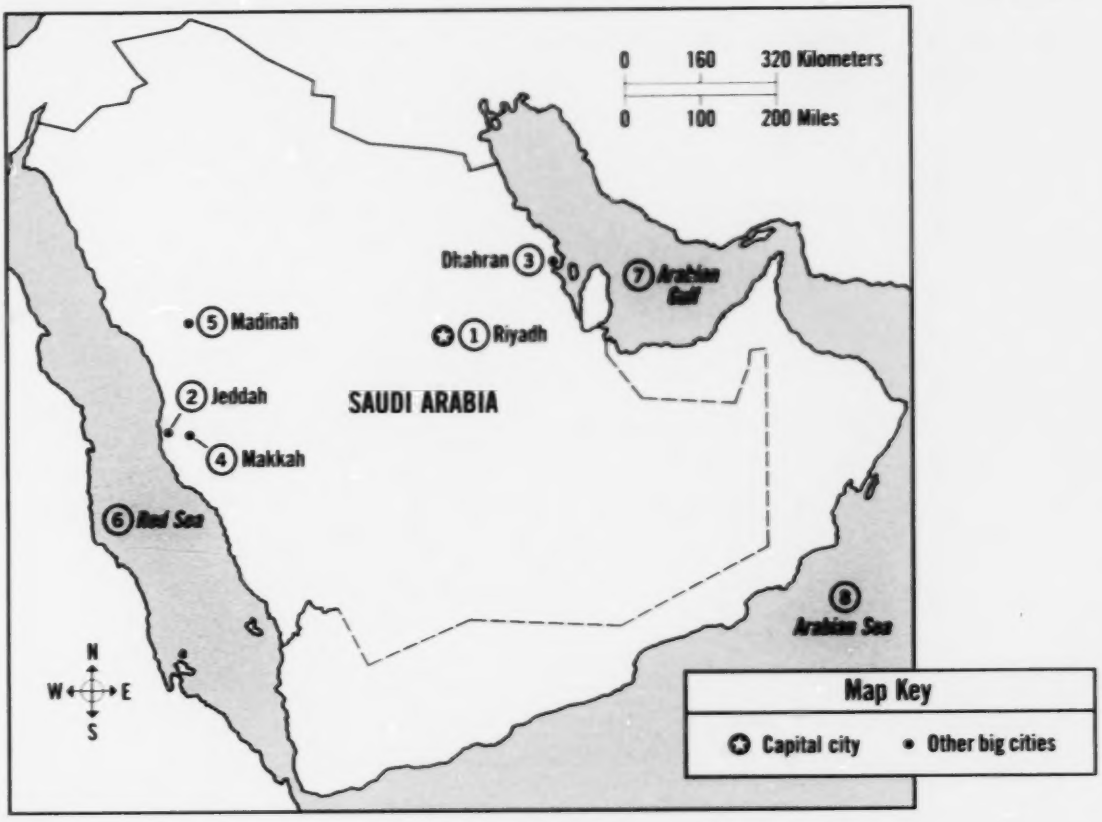
A Map of Saudi Arabia



This map shows a few cities in Saudi Arabia. Jeff saw some of them in his visit to Saudi Arabia!

Read the clues below. Each clue names something Jeff saw in one of the cities. Write the number of the city Jeff visited, on the line in front of each clue. The first one is done for you.

1 Farms here had glass walls!

_____ This is the capital of Saudi Arabia.

_____ In this city, Ahmad's uncle works for an oil company.

_____ Here, Jeff saw men putting crates on a big ship!

_____ Jeff's Dad took a picture of a mosque in this city.

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Questions for Discussion. "(1) Why do you think Jeff's Dad took him to see this mosque? (2) What kinds of buildings do people in America go to, when they want to pray (worship) together? (3) Why is Islam important to Saudi Arabians?"

PAGE 6

Summary/Background. Jeff visits a modern farm near Riyadh and learns about Saudi farming methods.

Despite the shift to urban centers that accompanies the decline in farm populations in all modern nations, Saudi Arabia's food output is soaring. Efficient use of water and new farming methods have made the Kingdom self-sufficient in the production of wheat, dairy products, poultry, eggs, fruit, and vegetables. One example: Saudi wheat production rose from 17,500 tons in 1979 to 2,000,000 tons in 1985-86.

Objectives. Students can be asked to

- explain the way that farmers work to help others;
- state one way that Saudi Arabians protect crops.

Skills Tip. Teaching children to be visually literate includes helping them to guess correctly at relationships and attitudes revealed by photos.

To students who have seen *Star Wars* or a similar movie, the Saudi farmer in the photo on page 6 may look like a visitor from outer space! But draw their attention to details in the photo that show the farmer is helping, not hurting, the plants. Ask: "Where is this man? Why do you think he is wearing a mask? What does he seem to be doing?"

Questions for Discussion. "(1) Why are there glass walls around this farm? (*to control temperature and moisture inside, while keeping the benefit of sunlight*) (2) Why do farmers spray plants with chemicals? (3) Do you think this will help the plants? (*Not all chemical sprays are harmful.*) (4) What other kinds of jobs do farmers do? (5) How does a farmer's work help other people to live well?"

PAGE 7

Summary/Background. Ahmad and Jeff visit a man who trains camels and horses, and then go to a camel race!

Horses of rare stamina and beauty have been raised on the Arabian Peninsula for centuries, and are still sought as prize acquisitions by world breeders. But—until the advent of the four-wheel pick-up—the camel was the truly irreplaceable animal of the region. Camels can survive without water for days. They once produced milk, meat, and hides for hardy travelers who had no other means of crossing a desert. Today, they are still raised and, as Jeff's story indicates, are trained for racing.

Objectives. Students can be asked to

- name one animal that Saudi Arabians raise and train;
- use math, as they add and take away weights to balance two loads for a "camel" to carry;
- interpret a photo to tell a story about a camel race.

Skills Tip. Do students understand the idea of balancing weights on two sides of a scale—or a pack animal?

If your school's science lab has a set of pound and half-pound weights, challenge students to pack an assortment in two plastic shopping bags so that both bags weigh the same. Compare this to the task of a camel owner who must balance the load a camel carries. Encourage children to prove the two bags are equal by adding up the total weight in each.

Questions for Discussion. "(1) Name two animals that Saudi Arabians train to race. (2) Which do you think Jeff liked better—feeding the horse or watching the camel race? (3) How do you think the winner of the camel race felt?"

SAUDI ARABIA AT A GLANCE

Official name: The Kingdom of Saudi Arabia
Area: About 865,000 square miles—roughly the size of the U.S. east of the Mississippi
Population: About 9,000,000
Major cities: The largest cities, each with a population over 1,000,000, are Riyadh (capital) and Jeddah.
Religion: Islam, the basis of the country's laws
Government: A monarchy, in which the King is Head of State and Prime Minister
Flag and Symbol: The inscription on the Kingdom's flag is the Muslim creed: "There is no god but God, and Mohammad is the messenger of God." In the Kingdom's symbol, swords represent justice and strength rooted in faith. A date palm symbolizes vitality and growth.
Official language: Arabic
Per-capita income: $12,200
Chief products: Oil, natural gas, cement, fish, grain, dates, citrus fruits, chemicals, plastics, metals
Leading suppliers of Saudi imports: Japan, U.S., West Germany, Italy, U.K.
Leading receivers of Saudi exports: Japan, U.S., France, Italy, West Germany
Currency: Riyal (In early 1987, about 3¼ riyals equal U.S. $1.00.)
Calendar year: The Islamic lunar year is 354 or 355 days, comprised of 12 months of 29 or 30 days each. The Islamic calendar begins with the *Hyra*, the year of Mohammad's emigration from Makkah to Madinah. The year 1987 A.D. is roughly parallel to the Islamic calendar year of 1407.

PAGE 8

Summary/Background. The Majeds take Jeff's family to meet Ahmad's uncle, who works in an oil company in Dhahran, on the Arabian Gulf.

In 1938, Saudi Arabians discovered an ocean of oil beneath their land, on the eastern coast of the country. Today, both oil and natural gas (an associated resource) are major Saudi exports. Oil and gas are also used in the Kingdom's new and rapidly developing petrochemical industries—at Jubail on the Gulf and in Yanbu on the Red Sea, for example.

In addition to oil and gas, Saudi Arabia has rich deposits of iron, nickel, copper, zinc, molybdenum, gold, and silver.

Objectives. Students can be asked to

- give an example of one way people use oil (petroleum);
- describe one way that oil is transported;
- explain one task that an oil-company worker might do.

Skills Tip: The text on page 8 mentions the Arabian Gulf. To help students expand their concept of the term "body of water," invite boys and girls who have gone fishing or gone to the beach to tell you the names of these places. List them on the chalkboard (e.g., Lake Erie, Chesapeake Bay, etc.). Then ask volunteers to circle the part of each name that is a word for a body of water (i.e., lake, bay, etc.).

Explain to children that a gulf is so large that you can't see the way it curves into the land, unless you are in a plane very high above the land and water.

Questions for Discussion. "(1) How do people use oil (petroleum)? (*for heating houses, running cars, making electricity, and making chemicals*) (2) What do you think Ahmad's uncle does in the oil company he works for? (*makes sure the oil is pumping through the pipes, checks how much oil is loaded on ships, etc.*) (3) Name two ways oil is carried from one place to another."

PAGE 9

Summary/Background. Jeff's family flies from Dhahran to Jeddah, where Jeff's Dad teaches him the meaning of the term (sea)port.

Jeddah, the port of entry for Muslim pilgrims to Makkah, is a bustling seaport and growing commercial center. In the 1980s, the face of Jeddah is constantly being changed by the almost continuous construction work needed for new busi-

nesses and residences. Twelve miles north of Jeddah, the King Abdulaziz International Airport occupies 40 square miles and houses the largest fiberglass roof in the world.

Objectives. Students can be asked to
- name the major parts (elements) of a seaport;
- describe the work that is done at a seaport;
- predict (guess) what happens to products that are unloaded at a seaport;
- compare Jeddah with Dhahran and Riyadh, as Jeff saw these cities.

Skills Tip. Some comparisons deal only with the way we feel about things and events—not with their description or their objective merits.

Introduce a discussion of Jeff's visits to Riyadh, Dhahran, and Jeddah. Ask students which city Jeff probably liked most, and why. Reinforce students' use of the word "because" in their statements. Conclude by asking students to write a sentence beginning, "Jeff thought his visit to_____ was the best because_____."

Questions for Discussion. "(1) Imagine you are traveling through a city you never saw before. How can you tell if it is a seaport? (2) What kinds of jobs do people do in a seaport? (3) What do you think happened to the cars Jeff saw coming off the ship in Jeddah?"

PAGE 10

Summary/Background. While in Jeddah, Jeff's Mom visits an elementary school, where she photographs a class of students, and Jeff learns that Arabic script is written and read from right to left!

Free education is available in Saudi Arabia, from kindergarten through university. Serving the Kingdom's population of 9,000,000, are 60 colleges, seven universities, and many vocational training centers. The nation's education system, like its government, reflects the influence of Islam.

Objective. Students can be asked to
- compare their classroom with a Saudi classroom.

Skills Tip. Faced with the different alphabet used in Arabic script, children may need extra help to comprehend that the writing on the chalkboard consists of "words."

To give their conceptualization the underpinning of experience, you may want students to spend a few moments "inventing" an alphabet. For example, tell them to pretend that % = a, # = b, * = c, and & = t. Then have them write at, bat, tab, and cat in the new "alphabet."

Questions for Discussion. "(1) Jeff's Mom is a teacher. Do you think she felt at home when she visited the classroom in Jeddah? (2) How is the Saudi classroom like ours (the students')? (3) What do you think Ahmad would most like, if he visited our classroom?"

THE FIVE PILLARS OF ISLAM

Students may be interested in the basic tenets of Islam, the religious beliefs and practices that unite all Muslims throughout the world.

1. **Belief in one God, *Allah*.** Muslims profess their faith in the statement, "There is no god but God, and Mohammad is the messenger of God."

2. **Prayer five times a day.** Muslims may pray alone or in groups, in a mosque or any other appropriate place. When they pray, Muslims face in the direction of Makkah, the holiest city of Islam.

3. **Almsgiving.** All Muslims give a portion of their wealth to help needy people and the community at large.

4. **Fasting.** During the holy month of Ramadan, Muslims fast from dawn to sunset.

5. **Pilgrimage to Makkah (the *Hajj*).** If they are able to do so, all Muslims travel to Makkah at least once in their lifetime, to pray with others.

PAGE 11

Summary/Background. Ahmad gives Jeff a gift of Saudi stamps and writes a note saying that maybe he will visit Jeff someday in America.

The stamp portrait is of His Majesty King Fahd bin Abdulaziz Al Saud.

Objectives. Students can be asked to
- tell why they think Jeff and Ahmad became friends;
- write a letter inviting Ahmad to their class.

Skills Tip. Visual literacy skills include the ability to identify key details, recognize symbols, etc. Ask students to describe details they see on the stamps Ahmad gave Jeff.

Questions for Discussion. "(1) How do you think Jeff feels about leaving Saudi Arabia and his new friend, Ahmad? (2) Why do you think Ahmad decided to give Jeff the stamps? (3) Do you think Ahmad will ever visit Jeff in America?"

Follow-up Activity. Tell children to pretend that they are Jeff, home in America after his trip to Saudi Arabia. Work with them to compose a letter from Jeff to Ahmad.

Urge them to (a) tell Ahmad what he (Jeff) remembers about the visit, and (b) invite Ahmad to come to America. Write their sentences on the board. Then have them copy the letter in their notebooks.

Suggestions for Using the Duplicatables. All four duplicatables in this guide begin with directions that you may want to read aloud as children follow along.

(A) "Jeff Sees a Camel." This activity offers younger children the pleasure of (a) drawing, (b) connecting dots to reveal a picture (of a camel), and (c) then coloring the whole picture.

(B) "Tell the Story of Jeff's Visit." There are two parts to this exercise: Children read a set of statements about Jeff's visit to Saudi Arabia, then number them in the order of occurrence. (The arrival of Jeff's family in Saudi Arabia, the first event to occur, is numbered for students. *Answers to Question #1: 2, 5, 6, 3, 1, 4*) (b) Students read a set of words, select one, and write a sentence about Jeff's visit. (c) For a bonus question, have children write the names of two places they would like Ahmad to see when he visits America. Students may need help with the spelling of these place names.

(C) "What Did Jeff Learn About Saudi Arabia?" You may want to use this exercise for evaluation purposes. (a) In the first part, children are asked to select the correct words to answer fact questions about Saudi Arabia. (*Answers to Question A: 1-a; 2-b; 3-b; 4-a.*) (b) In the second half, they are invited to draw connecting lines between sets of pictures in one column and the correct number word for each set (two, three, etc.) in the next.

(D) "A Map of Saudi Arabia." The map questions about Saudi Arabia in this exercise may provide an easy way to introduce younger children to the use of maps. Whether used as an evaluation measure or as an introductory lesson, you may want to prepare the class by (a) relating this map to the outline of Saudi Arabia on a globe or other map, (b) urging them to look on the map for the names of cities that Jeff visited. (Makkah and Madinah, Islam's holiest cities, are on the map, but not mentioned in the folder.)

Students are asked to read descriptions of what happened in these cities, and then write the map number of each city's name. Tell students they can use the same answer more than once. *(Answers: 1, 1, 3, 2, 1.)*

Prepared by Learning Enrichment, Inc.

Our Visit to Saudi Arabia

Saudi Arabia Today

BEST COPY AVAILABLE

Dear Kenny,

I wish you were on this trip with us! Mom, Dad, Sis, and I are in Saudi Arabia. It's a big country!

We are visiting one of Dad's friends here. His name is Dr. Majed. He is a scientist.

Dr. Majed has a son my age. His name is Ahmad. Here's a picture of Ahmad! The other pictures show places we visited!

Your pal,

Jeff

Ahmad lives in Riyadh (REE-yad). It is the capital of Saudi Arabia. Dr. Majed works in a building on this street. Riyadh has many stores. It has nice parks, too!

3

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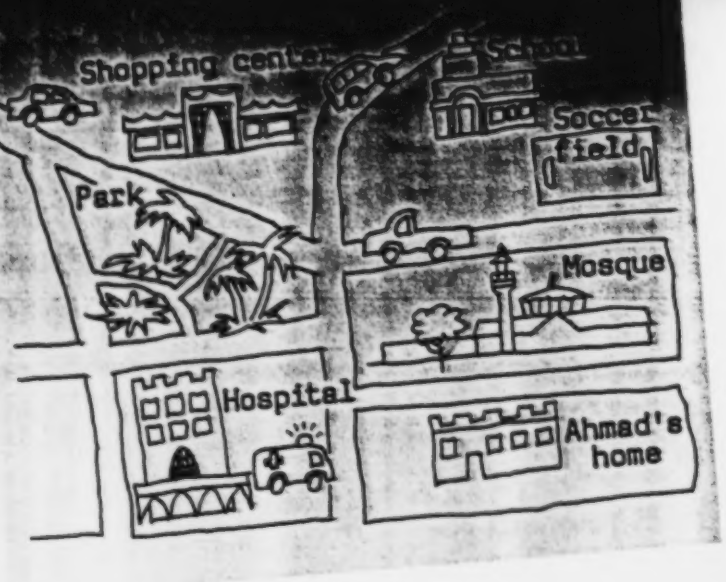

Here's a map Dad drew for me. It shows Ahmad's neighborhood. We played soccer in the field near Ahmad's school. Ahmad and his Dad go to the mosque (MOSK) to pray.

4

Dad took me to see this mosque. He told me that all Saudi Arabians are Muslims. They believe in one God, and Islam is their religion. Islam began in Saudi Arabia.

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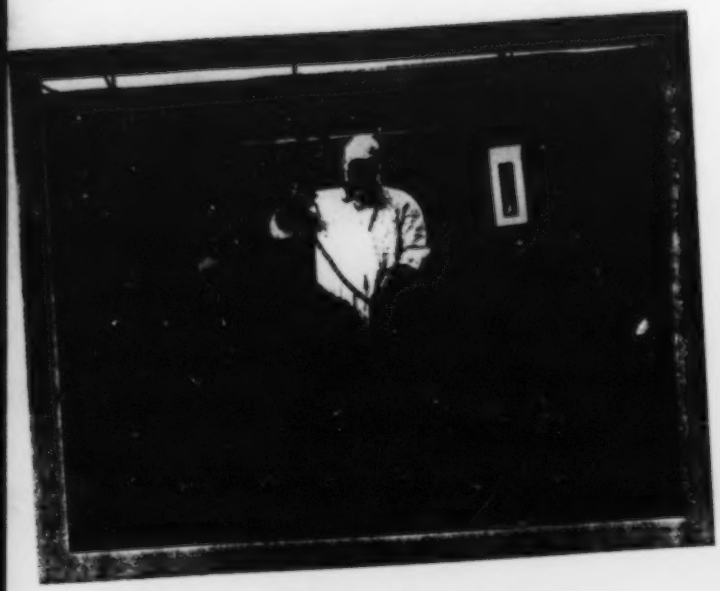
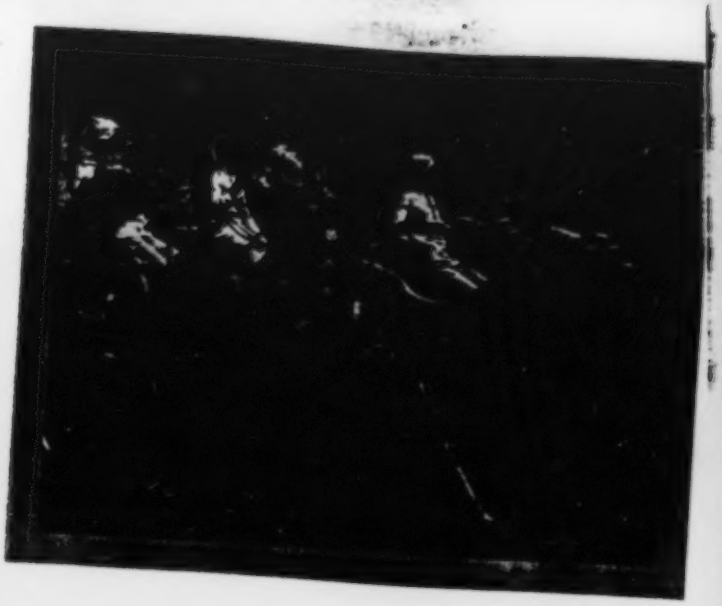


There are many farms near Riyadh. Some have glass walls! This farmer sprays plants to keep away bugs. Dad says Saudi farmers use the best ways to grow food.

6



We visited a man who raises camels and horses. I fed a carrot to a big white horse! Then we went to a camel race. The King of Saudi Arabia gave a prize to the winner.

7

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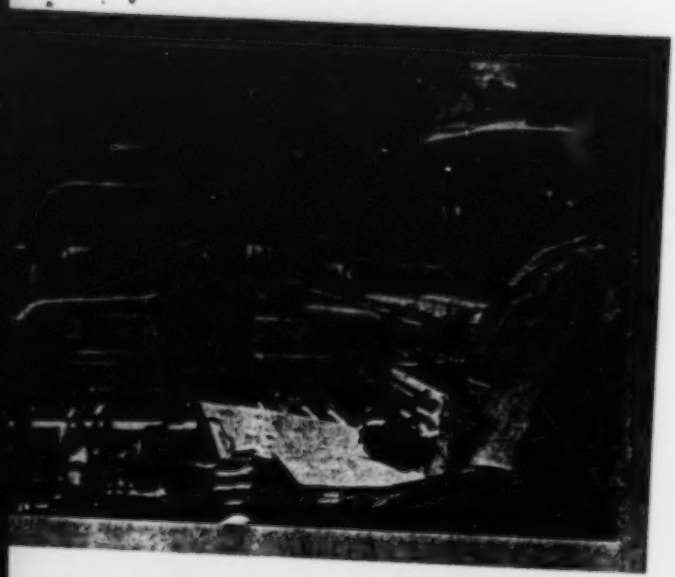
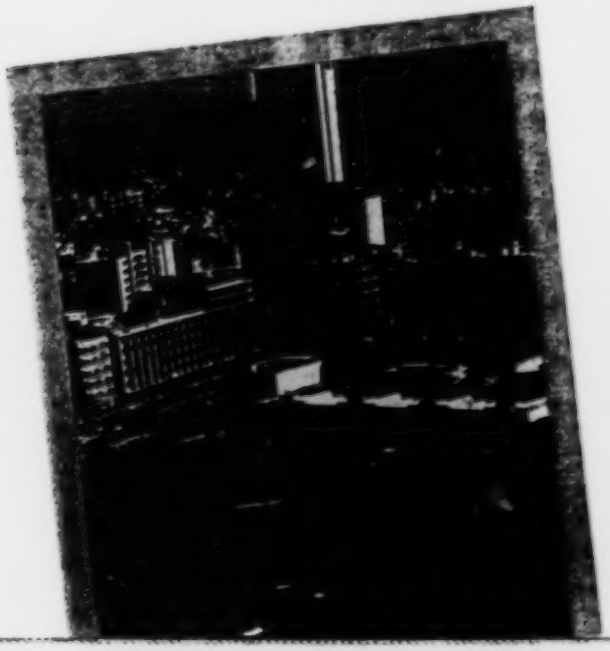


This is Ahmad's uncle. He works for an oil company in Dhahran (dah-RAN). We went to Dhahran. There, we saw the Arabian Gulf. Big ships were in the Gulf. They carry oil all over the world.

8

We flew to Jeddah, too! It is beside the Red Sea. We saw men taking cars off a big ship. Then they put big crates on the ship. Dad said Jeddah is a busy port.



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In Jeddah, my Mom took this picture in a school. The girl is pointing to the Arabic word for "chicken." People write and read Arabic words from right to left!

10

Ahmad gave me some neat stamps! One has a picture of King Fahd of Saudi Arabia. Ahmad wrote a note, too. He signed his name in Arabic!

Dear Jeff,

Here is a present to help you remember your visit. I hope you can return to Saudi Arabia some day. Maybe I will visit America, too. I would like to see your country. May we always be friends!

Your pal,

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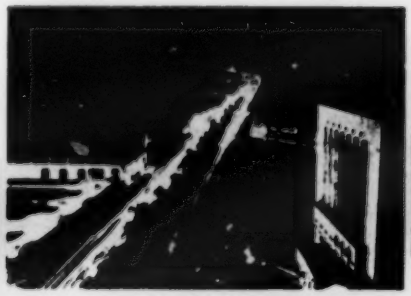
4-6

A TEACHING PROGRAM ON THE KINGDOM OF SAUDI ARABIA

FOR GRADES 4-6

A Modern Kingdom

Saudi Arabia Today



TEACHING GUIDE FOR

"A Modern Kingdom"

Introduction to the Teaching Program. The classroom set of student folders titled "A Modern Kingdom" plus the accompanying class poster and this guide offer teachers in the middle grades a self-contained package for a social studies unit on Saudi Arabia. Use of the program will

1. add to students' knowledge of their world by focusing on a major country, the Kingdom of Saudi Arabia;
2. enlarge their understanding of basic concepts in geography, economics, history, government, and the study of world cultures in a time of change;
3. strengthen students' skills in reading maps and social studies content.

The Student Folder. "A Modern Kingdom" is a one-act play for classroom reading and roleplay. The play, set *in* a U.S. classroom, is a conversation between Mr. Ibrahim, a visitor from Saudi Arabia, and the boys and girls who ask him questions about his country.

What gives the story a twist is the dilemma of Tim, one of the students in this class. Like many kids his age, Tim enjoys listening to his teacher talk about another country, but finds it hard to organize what he hears. Last week, the class started a unit on Saudi Arabia—a "great place," Tim thought, until his teacher asked the class to choose one of two topics about Saudi Arabia for a report. Tim is still not sure of how to handle either topic.

Just as Tim thinks, "If only I could *meet* someone from Saudi Arabia, then I could ask all my questions," in walks Mr. Ibrahim!

The two questions proposed by Tim's teacher are: "(1) Is Saudi Arabia a modern nation, or a traditional society? (2) Why are Saudis and Americans good friends?" These are actually organizing questions for children studying "A Modern Kingdom."

USE OF THIS TEACHING GUIDE

A. General Teaching Objectives. Depending on students' grade level and your own curriculum, the following social studies objectives can be achieved with the use of "A Modern Kingdom." You can ask students to

- use a map of Saudi Arabia to identify key cities, ports, farms, the bodies of water that bound it, etc.;
- use a map to locate Saudi Arabia and the U.S.;
- read photos and captions for facts that support what the text states about Saudi Arabia;
- state, in their own words, the meaning of selected terms related to the study of Saudi Arabia;
- form generalizations about the resources and industries of Saudi Arabia (based on poster, photo, and text data);
- explain the special place of Islam in Saudi Arabia;
- give examples of Saudi Arabian ties with other Islamic nations, the U.S., and other countries.

B. Using the Poster to Introduce the Program. Either side of the poster for "A Modern Kingdom" can be used to prepare students for reading the folder.

1. Poster side with three photos. These photos show the fertile Asir region in southwestern Saudi Arabia, irrigation locks in one of the nation's many dams, and equipment in its electrification system.

The value of these photos is twofold: (a) They will prompt any students who think of Saudi Arabia as a vast desert to question that image. (b) They serve to introduce key concepts about Saudi Arabia. Ask: "Why is irrigation important in a country? (*to conserve water so that it can be used when and where it's needed*) What kind of country needs a great deal of electric power?" (*a modern country with many industries, a country with a large urban population*)

2. Poster side with five photos. In combination, these photos (of a mosque, astronaut, astronomer, handcrafted jewelry, and Riyadh at night) reveal the blend of ancient and modern, traditional and new, that lies at the heart of this modern kingdom.

Ask students questions like the following: "What do you think this building (*the mosque*) is used for? Do you think the photo of Saudi astronomers shows that Saudis are modern, or traditional? (*Both: The* ghotra, *a headdress, and the long white* thaub *are traditional attire in Saudi Arabia. But Saudi astronomers use modern instruments to study the stars, a traditional field of expertise in their culture.*)

C. Developing Map, Photo, and Reading Skills with "A Modern Kingdom."

1. Map skills: Reading special types of maps. (a) The small panel map at the bottom of page 3 illustrates the *air distance* between Saudi Arabia and the U.S. Thus, it also offers children a picture of the relative locations of Saudi Arabia and the U.S. With the use of a globe or wall map, help students find and name major bodies of land and water Mr. Ibrahim's plane probably crossed as he headed for America. You may also want to ask students to name the continent (*Asia, in the southwest*) and the world region (*Middle East*) in which Saudi Arabia is located.

(b) The map of the Kingdom on page 7 uses *special symbols* to show the locations of key industries, ports, and other economic centers in Saudi Arabia. You might want to

SAUDI ARABIA AT A GLANCE

Official name: The Kingdom of Saudi Arabia
Area: About 865,000 square miles — roughly the size of the U.S. east of the Mississippi
Population: About 9,000,000
Major cities: The largest cities, each with a population over 1,000,000, are Riyadh (capital) and Jeddah.
Religion: Islam, the basis of the country's laws
Government: A monarchy in which the King is Head of State and Prime Minister
Flag and Symbol: The inscription on the Kingdom's flag is the Muslim creed: "There is no god but God, and Mohammad is the messenger of God." In the Kingdom's symbol, swords represent justice and strength rooted in faith. A date palm symbolizes vitality and growth.
Official language: Arabic
Per-capita income: $12,200
Chief products: Oil, natural gas, cement, fish, grain, dates, citrus fruits, chemicals, plastics, metals
Leading suppliers of Saudi imports: Japan, U.S., West Germany, Italy, U.K.
Leading receivers of Saudi exports: Japan, U.S., France, Italy, West Germany
Currency: Riyal (In early 1987, about 3¼ riyals equal U.S. $1.00.)
Calendar year: The Islamic lunar year is 354 or 355 days, comprised of 12 months of 29 or 30 days each. The Islamic calendar begins with the *Hijra*, the year of Mohammad's emigration from Makkah to Madinah. The year 1987 A.D. is roughly parallel to the Islamic calendar year of 1407.

remind students of two things: The legend, or map key, tells what each symbol means. Some map features never change (e.g., the location of a body of water); others do (e.g., the kind of symbol a mapmaker might use to show a port).

Ask questions that involve students in using these symbols. Examples: "(1) Which city is the capital of Saudi Arabia? (*Riyadh*) (2) What is Saudi Arabia's big port on the Arabian Gulf?" (*Damman*) You may want to point out to younger students that Saudi Arabia has many other ports, airports, etc., than this map shows.

2. Photo skills: Finding information in photos. Apart from the sheer enjoyment of looking at good photos and wondering over them, children should learn to study a photo and its caption for specific information.

A good strategy for focusing students' attention on photos is to suggest they put themselves into the photo scene and tell a story about what happened. Examples: (a) Have a student "report" what he or she saw on a visit to a Saudi poultry farm (*photo, page 5*). (b) Invite a student with a flair for making up dialogue to "report" an interview with Saudi astronaut Prince Sultan (*page 10*).

Students may be interested to learn that Prince Sultan was a payload specialist on the June 17, 1985, flight of the U.S. space shuttle *Discovery*. On that mission, Prince Sultan took part in experiments dealing with the effect of space flight on posture and vision.

3. Reading skills: Learning through enacting a play. As a vehicle for learning both facts and concepts, roleplaying is one of the most enjoyable.

The one-act play that begins on page 2 of the folder takes place in a typical American classroom, on "a wet spring morning." It involves the following 15 speaking parts: a narrator, to read the "Setting" on page 2; the students' teacher; Mr. Ibrahim—a guest from Saudi Arabia; 12 students—Tim, Jack, Ned, Gary, Pete, Jose, Mike, Jean, Maria, Kim, Joan, Toni. The teacher is not named to allow you to read the part if you wish.

D. Pronunciation/Vocabulary Key. Meanings given below are confined to usage in "A Modern Nation." Each entry is followed by the page number for its first occurrence.

idol: a false god, usually in the form of an image or likeness that people worship (*6*)
Islam (IS-lam): a religion that began in Saudi Arabia more than 1,400 years ago (*6*)
mosque (MOSK): a building where Muslims pray (*8*)
Muslims (MUS-limz): people whose religion is Islam (*8*)
oases: places in a desert where water below the ground forces its way up, allowing plants to grow; a green and fertile place (*3*)
peninsula: land that reaches far out into the water; land that has water on three sides (*3*)
prophet: someone who gives people a new message, or teaching, from God (*8*)
Quran (Ko-RAN): the holiest book of Islam (*9*)
Shukran (shoo-KRAN): in Arabic, "Thank you!" (*11*)
society: a large group of people who have lived together for a long time and share ways of living (*2*)
traditional: a word that means an idea or way of doing something has not changed (*2*)

Proper names in the script include
(King) Abdulaziz Al Saud. ab-DOOL-ah-ZEEZ al SAWD
Gabriel. GAY-bree-ul
(Mr.) Ibrahim. IB-rah-him
Makkah. MAK-uh
Mohammad. Mo-HAM-ud
Riyadh. REE-yad
Saudi Arabia. SAU-dee ah-RAY-bee-uh

E. Guide to Topical Segments in "A Modern Kingdom." In this guide, the content of the play is divided into an introduction and four instructional segments, or topics: Saudi Arabia's geography, resources, and agriculture; its nonfarming industries; the birth of Islam in Saudi Arabia, and its importance to Saudis today; Saudi Arabia's ties to Islamic nations, other countries, and especially the U.S.

If you prefer to give students the pleasure of reading the play before studying its contents, the topical lessons below would be appropriate for use during a second reading of the script. For your convenience, the script statement that introduces each new topic is reprinted above the teaching suggestions for that topic.

Page 2 (*top*)

Setting: *An American classroom on a wet spring morning. Tim, a student, is worried.*

Play Introduction: Summary. Class is ready to begin for the day, and Tim finds himself wishing he could meet someone from Saudi Arabia to help him with a homework assignment. Mr. Ibrahim, a Saudi teacher, arrives and (indirectly) begins to do just that. (Admittedly, not a usual occurrence!)

Objectives. Students can be asked to
- discuss the value of learning about another country from someone who was born there;
- formulate a question they might ask a visitor from another country about his or her homeland.

Questions for Discussion. "(1) Which would you rather do: read about a country or hear about it from someone who lived there? What are the advantages (benefits) of each kind of learning? (2) What kinds of questions would *you* ask a visitor from another country about his or her homeland?"

List students' questions on the chalkboard and, perhaps, ask them to rank their importance. If children tend to stick to "what is it like" queries, point out that there are some very basic insights we should try to develop about other countries—the type of work people do there, what they believe in, etc.—to understand and get along with them. Tell students "A Modern Nation" is built around such an approach.

Page 3 (*top left*)

Mr. Ibrahim: ...Do all of you know where my country is located?

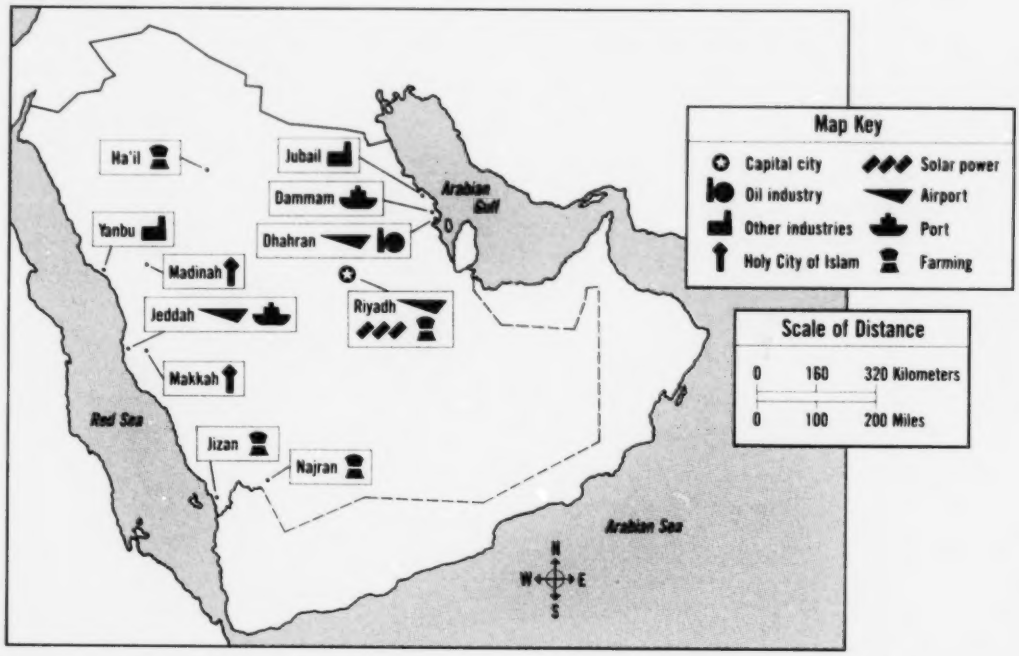
Saudi Arabia's Geography, Resources, and Agriculture: Summary/Background. The text on pages 3 and 4 only hints at the rapid growth of agricultural output in Saudi Arabia in recent years. With the water-resource development described on page 4, the Kingdom has become self-sufficient in the production of wheat, dairy products, poultry, and other farm products, and recently received a U.N. award for its success in doing so.

Objectives. Students can be asked to
- locate Saudi Arabia by reference to bodies of water that bound it;
- locate Saudi Arabia by reference to its air distance from the U.S.;
- name three natural features of Saudi Arabia's land;
- name three types of water sources in Saudi Arabia;
- give three examples of farm products in Saudi Arabia.

Questions for Discussion. "(1) What would you tell someone who asked, 'Where is Saudi Arabia?' (2) How does Saudi Arabia conserve (take care of) its water resources?

(Continued on page 7)

SAUDI ARABIA TODAY



A. This map shows a few of Saudi Arabia's cities. The map also shows some places where Saudi industries are located. Study the map. Then underline the choice that completes each sentence.

1. The capital of Saudi Arabia is (a) Jizan; (b) Yanbu; (c) Riyadh.
2. The distance between Riyadh and Makkah is almost (a) 100 miles; (b) 200 kilometers; (c) 400 miles.
3. Two important ports of Saudi Arabia are (a) Najran and Jizan; (b) Jeddah and Dammam; (c) Dhahran and Riyadh.
4. Saudi Arabia's oil industry is near the (a) Arabian Gulf; (b) Red Sea; (c) Arabian Sea.
5. Solar power is energy that is made from the sun's rays. In Saudi Arabia, there is a solar power station in (a) Dammam; (b) Jubail; (c) Riyadh.

B. Saudi Arabia does not have any major rivers. That's why other sources of fresh water are very important. In one or two sentences, write about two sources of fresh water in Saudi Arabia.

_____

_____

_____

_____

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Saudi Arabia Today

SAUDI ARABIA: A HIDDEN-WORD GAME!

DIRECTIONS: Find the hidden words that tell what Saudi Arabia is!

A. Read each clue carefully. When you know the word it defines, print that word on the lines at the right. Place ONE letter on each short line. The first one is done for you.

1. By taking the salt out of this, Saudis get fresh drinking water. SEAWATE[R]
2. One fourth of the world's supply of this resource is beneath Saudi Arabia. [ ]__ __
3. Saudi Arabia's capital is here. __ __[ ]__ __ __
4. Saudis grow more of this than they need. __ __ __[ ]__
5. Saudis live on land that has water on three sides. They live on a _____. __ __ __ __ __ __ __[ ]__
6. This is the holiest Muslim city in the world. __ __[ ]__ __ __
7. In Arabic, this word means accepting God's will. [ ]__ __ __ __
8. This is the most sacred book for all Saudis. __ __ __ __[ ]
9. He appeared to Mohammad. [ ]__ __ __ __ __ __
10. He was born in Makkah. __ __ __ __ __ __ __[ ]
11. In a desert, this place has cool, fresh water! [ ]__ __ __ __
12. From all over the world, they come to Makkah. __ __ __ __ __[ ]__

B. Mystery Question! What is Saudi Arabia? Copy the boxed letters from the answers you filled in for the clues above. The first one is done for you. (A hint: The answer includes two words.)

[R][ ][ ][ ][ ] [ ][ ][ ][ ][ ][ ][ ]

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SAUDI ARABIA: GETTING THE MAIN IDEA

DIRECTIONS: Read the following paragraph carefully. Then answer the questions that follow it.

Have you ever watched a TV ad that showed a beautiful horse racing across a field? You might have been watching a horse that was born in Saudi Arabia! Prize-winning racehorses have been raised in that country for at least 5,000 years! Saudis also raise and train camels. Every year, the King awards a prize to the winner of the world's biggest camel race. Horse and camel races are only two of the sports that Saudis like. Swimming, cycling, basketball, and soccer are also very popular. In 1984, a Saudi soccer team took part in the Summer Olympics. Saudi Arabians have always loved sports and sports competitions.

1. What is the main idea of the paragraph above? Draw one line under the topic sentence.
2. Be a newspaper editor! Think of a good title for this paragraph. Then write it on the blank line above the paragraph.
3. Can you find at least 10 nouns (naming words) in this paragraph? Draw a circle around each one. One has been circled for you.
4. Can you find at least 5 verbs (words that show being or doing)? Draw a small square above each one. One has been drawn for you.
5. Be a teacher, and then a student! Think of two questions that this paragraph answers. Write them on the lines labeled "Question." Then write the answers on the lines labeled "Answer."

Question #1: _____

_____

Answer #1: _____

_____

Question #2: _____

_____

Answer #2: _____

_____

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REVIEWING SAUDI ARABIA

I. Directions: Read the first word in Column A. Look for the best explanation of that word in Column B. Write the letter a on the short line in front of the explanation. Do the same for the other words. One has been done for you!

Hints: (1) Do not match any word more than once.
(2) There's one word that doesn't match anything!

Column A	Column B
a. Makkah	_____ 1. the name for paper money in Saudi Arabia
b. Riyadh	_____ 2. the head of Saudi Arabia's government
c. scientific project	_____ 3. the language that was used for writing the Quran
d. oasis	_____ 4. the part of the world where Saudi Arabia is located
e. King Fahd	_____ 5. the capital of Saudi Arabia
f. Arabic	_____ 6. an organization that Saudi Arabia helped to found
g. Middle East	_____ 7. birthplace of Mohammad
h. Prince Sultan bin Salman	_____ 8. something that Saudis and Americans do together
i. United Nations	k 9. a Saudi city that has a big oil industry
j. riyal	_____ 10. Saudi astronaut
k. Dhahran	

II. Pick ONE of the following questions, A or B. Answer it in your own words, in at least two or three sentences. Use the lines below.

A. How does Islam influence the lives of Saudi Arabians?
B. Give three examples to show that Saudi Arabia and the United States are good friends.

_____

_____

_____

BONUS QUESTION! Imagine that your class has the chance to write to a class of students in Saudi Arabia! List FIVE things you would want to tell Saudi boys and girls about the United States. Use the other side of this paper for your list.

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(3) What are the uses for water in a large, modern nation? (*All countries need water for cooking, farming, sanitation, etc. Modern nations also use it for industry.* Children may not know that some industries use enormous amounts of water for solvents and cooling.) (4) Is Saudi Arabia a successful farming nation? (5) What is oil (petroleum) used for?" (*heating houses, running cars, making electricity, making chemicals, etc.*)

Page 5 (*bottom left*)

Ned: Do most Saudis work in the oil industry?
Mr. Ibrahim: No. Saudi Arabians work at many kinds of jobs....

Saudi Arabia's Non-Farming Industries: Summary/Background. Today, both oil and natural gas (an associated resource) are major Saudi exports. But Saudis, looking to the future, have built huge petrochemical industries (which use oil as a primary resource) within their nation—at Jubail on the Arabian Gulf, and at Yanbu on the Red Sea. Their goal for the 21st century is an economy that does not depend on the sale of their primary resources.

At the same time they have developed secondary industries, Saudis have also leaped into the *third* level of industry—"services." Even if students in the middle grades are not yet familiar with the term, they know the types of occupations in this category—including, as Mr. Ibrahim points out, "doctors, teachers, and computer experts."

Objectives. Students can be asked to
- list four types of jobs people in Saudi Arabia do;
- compare Saudi occupations with jobs in their own community.

Questions for Discussion. "(1) What kinds of work do we know that Saudis do? (*Include farming and oil-industry jobs with those covered in this section; refer students to the map on page 7 for additional clues.*) (2) From this list of jobs, do you think most Saudis live in cities, or in rural (farming) areas?" (*The majority are urban.*)

Page 5 (*bottom right*)

Gary:....I guess your government is different from ours!
Mr. Ibrahim: Yes, it is. Saudi Arabia has a king, not a president. And the laws of Saudi Arabia are based on Islam, our religion.

The Birth of Islam in Saudi Arabia and Its Importance to Saudis Today: Summary/Background. It is not possible to understand Saudi Arabia without understanding the special place Islam has in the lives of its people. Islam began in the Arabian Peninsula more than 1,400 years ago and spread rapidly through northern Africa, southern Europe, and southern Asia. Today, it claims almost a billion followers, all of whom regard Makkah and Madinah (in Saudi Arabia) as their holiest cities.

Saudis, whose laws are based on Islam, make special efforts to host almost two million of these Muslims on their annual *hajj* (pilgrimage) to Makkah. Computers play an essential role in managing the services required by such a huge transient population. So do satellites and telephones! In 1985, Saudi Telecom reported that nearly 10 million calls were placed from the Holy Cities of Makkah and Madinah during the 15 days of the *hajj*.

Objectives. Students can be asked to
- state two differences between government in the U.S. and government in Saudi Arabia;
- describe the events that surrounded the birth of Islam;
- explain why Islam is so important to Saudi Arabians.

Questions for Discussion. "(1) How do you think it affects the daily lives of Saudi Arabians, to have everyone in their country share the same religion? (2) Why is Islam so important to Saudi Arabians?"

Page 9 (*bottom left*)

Jose: [Being the birthplace of Islam] must make Saudi Arabia important to other Islamic countries!
Mr. Ibrahim: Yes, it does. And our country is important to the rest of the world, too.

Saudi Arabia's Ties to Other Nations: Summary/Background. At this point in the script, students should be able to answer the first question posed by Tim's teacher: Saudi Arabia is a modern nation and it is also a society whose people care very much about their traditions. Mr. Ibrahim now introduces the topic of Saudi relations with the U.S. and the rest of the world—the focus of the second question.

Objectives. Students can be asked to
- give examples of the friendship between the U.S. and Saudi Arabia;
- give examples of Saudi Arabia's relations (ties, links, etc.) with other countries in the world.

Questions for Discussion. "(1) What do you think is Saudi Arabia's most important way of working with (relating to) other nations? (2) What is the strongest bond between Saudis and Americans?"

F. Follow-up Activities. The following suggestions may be useful as a supplement to your own strategies for review and evaluation purposes. (*See also "Suggestions for Using the Duplicatables," below.*)

1. Ask students to write a paragraph beginning with the sentence, "If I had the chance to visit Saudi Arabia, I would like to see_____." Urge students to include the word "because" in their explanations.

2. Use these questions for a skim-reading exercise with the "Facts and Figures" box on page 12: "(1) What is the official language of Saudi Arabia? (*Arabic*) (2) What is its paper money called? (*riyal*) (3) About how many people live in Saudi Arabia? (*9,000,000*) (4) What kind of government does it have? (*a monarchy*) (5) What is the religion of all its people?" (*Islam*)

3. Ask students to write a definition for three of the following place names and terms related to Islam: Islam, Makkah, Mohammad, mosque, Muslim, Quran.

THE FIVE PILLARS OF ISLAM

Students may be interested in the basic tenets of Islam, the religious beliefs and practices that unite all Muslims throughout the world.

1. **Belief in one God, *Allah*.** Muslims profess their faith in the statement, "There is no god but God, and Mohammad is the messenger of God."

2. **Prayer five times a day.** Muslims may pray alone or in groups, in a mosque or any other appropriate place. When they pray, Muslims face in the direction of Makkah, the holiest city of Islam.

3. **Almsgiving.** All Muslims give a portion of their wealth to help needy people and the community at large.

4. **Fasting.** During the holy month of Ramadan, Muslims fast from dawn to sunset.

5. **Pilgrimage to Makkah (the *Hajj*).** If they are able to do so, all Muslims travel to Makkah at least once in their lifetime, to pray with others.

4. Invite students to think about the photos they would choose to represent the U.S. to children in other countries. Ask: "Suppose you had to choose a dozen photos for a folder representing America to Saudi children. What would you include?"

5. Display the poster showing the pictures reprinted from the student folder. Ask students to compose a statement about the content of each. Then review what each photo tells about Saudi Arabia and its people. (*Saudis are interested in science, in art, etc.*)

6. Encourage students to research and write a special report on Saudi Arabia related to one of the topics in this folder. Perhaps they'd like to do Tim's assignment!

G. Suggestions for Using the Duplicatables. All four duplicatables begin with directions. Depending on your students' age and grade level, you may want to read the directions aloud as children follow along.

"Saudi Arabia Today." The map in this exercise matches the one on page 7 of the student folder. In addition to its potential for evaluating student progress and reviewing map-reading skills, it has other instructional possibilities. You can ask students to

a. Turn map language into written language. For practice in using the map key, challenge students to compose one sentence about each city, including a "map-key" fact. Example: "There are many farms near Ha'il."

b. Write questions that can be answered by the map. Abler students might enjoy setting up a map-reading contest. On an index card have each student write one question that can be answered by reference to this map and provide the answer on the reverse side of the card. Pool the cards, have students in teams draw one card at a time, and race against the clock to answer the question they pulled.

c. Teach map reading. With younger children, you may want to use this duplicatable as the basis for a lesson on how to answer questions about a map. Some students may need assistance in using the scale of distance or practice in determining the direction from one place to another.

Answers to question A: 1-c; 2-c; 3-b; 4-a; 5-c. For material on question B, see page 4 in the folder.

"Saudi Arabia: A Hidden-Word Game." This exercise requires students to identify each term for which a definition or explanation is given. It's a bit like a TV quiz game, and is great for helping students (1) expand their social studies vocabulary; (2) strengthen their spelling skills. Some suggestions for use:

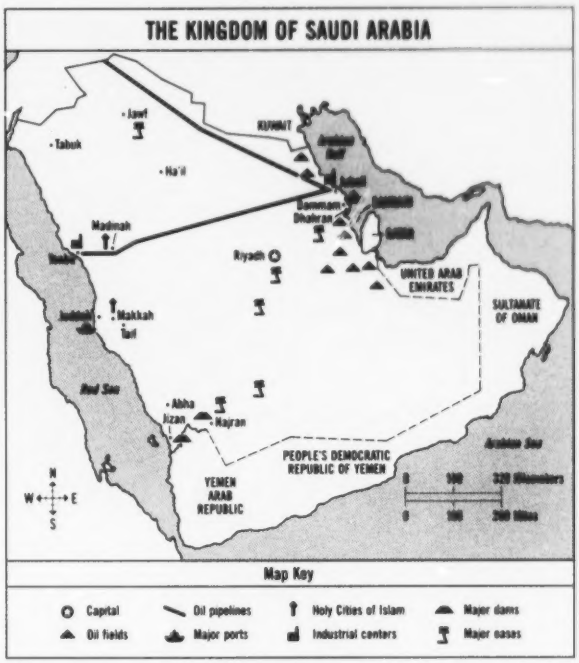
As a contest. Have students race against the clock to see who finds the hidden words first. (No fair guessing "Royal Kingdom," if the clue words are not correctly filled in!)

As a peer-tutoring activity. Working the game in twos or threes might be a big help for students whose word-recognition or spelling skills are weak. (One student can look up a term, another fill it in, etc.) All terms are part of "A Modern Kingdom."

Answers: 1-seawater; 2-oil; 3-Riyadh; 4-wheat; 5-peninsula; 6-Makkah; 7-Islam; 8-Quran; 9-Gabriel; 10-Mohammad; 11-oasis; 12-Muslims. Hidden words: Royal Kingdom.

"Saudi Arabia: Getting the Main Idea." Developing good reading skills in the social studies is critical for students in the middle grades. This duplicatable, based on a paragraph about sports in Saudi Arabia, invites students to find the main idea in a paragraph. (If your school departmentalizes subjects, you might want to share this activity sheet with the students' English teacher, too.)

1. Finding the main idea. Finding the *sentence* with the main idea of a paragraph is often a tough task for children, whose imaginations can get caught by a descriptive sentence more easily than by a generalization.



Hints for students: (a) "If you think the first sentence states the main idea, ask 'Does every other sentence in the paragraph tell me something about the (ideas in the) first sentence?' If it doesn't seem so, try another sentence." (A topic sentence may be anywhere in a paragraph.) (b) "If you think another sentence contains the main idea, imagine that it's right at the beginning of the paragraph. Does the next sentence (then) make sense?" (c) "If you can't find the main-idea sentence, try to think of a good *title* for the paragraph (question 2). Then look through the paragraph again. Is there a sentence that says what your title means?"

Probably, the main-idea sentence is the last one in the paragraph: *Saudi Arabians have always loved sports and sports competitions.*

2. Getting meaning from specific words (nouns and verbs) in statements. Question 3 asks students to circle 10 naming words (nouns) in the paragraph. A suggested list: *ad, horse, field, Saudi Arabia, racehorses, country, years, Saudis, camels, King, prize, winner, world('s), camel race, sports, Swimming, cycling, basketball, soccer, team, Summer Olympics, Saudi Arabians, competitions.*

Question 4 asks students to recognize five verbs. (Younger students may not yet be familiar with helping verbs.) Suggested list: *have watched, showed, have been watching, was born, have been raised, raise, train, awards, are, like, took part, have loved.* You may judge that *racing* also qualifies.

"Reviewing Saudi Arabia." The matching exercise and sentence-writing activity on this duplicatable are meant to serve evaluation purposes. Note that a few items in the matching question are from the "Facts and Figures" box on page 12 of the folder.

Answers to question A: 1-j; 2-e; 3-f; 4-g; 5-b; 6-i; 7-a; 8-c; 9-k; 10-h. Answers to question B will vary. See especially pages 8, 9, and 10 in the student folder.

Invite students who do the Bonus Question to explain their lists of things to tell Saudi boys and girls about the U.S. Encourage discussion of different views.

Facts and Figures

Official name: The Kingdom of Saudi Arabia
Area: About 865,000 square miles
Population: About 9,000,000
Religion: Islam
Official language: Arabic
Government: A monarchy
Chief products: Oil, natural gas, cement, fish, grain, dates, citrus fruits, chemicals
Paper money: Riyal (About 3½ riyals equal $1.00 in U.S. money.)

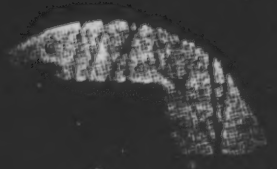
PHOTOS: Pg. 2: Paul Rocheleau. Pg. 5 (right): Robert Azzi. Pg. 10: NASA. Pg. 11 (top): The White House. Pg. 11 (bottom): Cynthia Johnson/ TIME magazine.

Cover: **The sun rises behind cables in a Saudi power station.**

Learning Enrichment, Inc., 1987

A Modern Kingdom

Saudi Arabia Today



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Setting: *An American classroom on a wet spring morning. Tim, a student, is worried. His report on Saudi Arabia is due tomorrow. But he hasn't even started it!*

Last week, the class began to study Saudi Arabia. Tim thought it must be a great place. But then his teacher asked the class to report on one of these questions: (1) Is Saudi Arabia a modern nation, or a traditional society? (2) Why are Saudis and Americans good friends? Tim still isn't sure how to answer either question.

He sighs and looks at the pictures of Saudi Arabia on the bulletin board. "If only I could meet someone from Saudi Arabia," he thinks. "Then I could ask all my questions about this faraway kingdom!..."

Teacher: Good morning, class! I have a surprise for you, today. We have a guest speaker from Saudi Arabia! Mr. Ibrahim, a teacher in that country, is visiting friends of mine. I invited him to speak with us.

Tim (*to himself*): I must be dreaming!

Handmade Saudi jewelry

Mr. Ibrahim: Good morning, boys and girls. I'm very happy to be with you! I felt right at home when I saw these pictures of Saudi Arabia. Do all of you know where my country is located?

Jack: I do! Saudi Arabia is on a peninsula, between the Red Sea and the Arabian Gulf. It's in a part of the world called the Middle East. And it's very far from America!

Mr. Ibrahim: Yes. It took me almost 13 hours to fly from Riyadh (REE-yad) to New York City last week. Riyadh is the capital of Saudi Arabia.

Jean: Mr. Ibrahim, I read that Saudi Arabia has a big desert. But I found so many pictures of trees and flowers in your land. What's the real Saudi Arabia like?

Mr. Ibrahim (*smiling*): The "real" Saudi Arabia has mountains, flat land, trees, and seashores. When it rains, its hillsides are covered with flowers. Yes, it has a big desert! And it has many oases, too. Oases are places in a desert where

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Moving cars make ribbons of light in this nighttime photo of Riyadh.

underground water comes to the surface.

Maria: Do people in Saudi Arabia get all their water from oases?

Mr. Ibrahim: Oh, no. The underground pools of water in our country are huge. But we also use dams in places that get heavy rain. And we learned how to take the salt out of seawater! Large pipes carry this water to cities hundreds of miles from the shore.

Water used to be scarce, but not now! In fact, our farmers raise vegetables, dates, poultry, and livestock in many places. They grow more wheat than we need, so we export it.

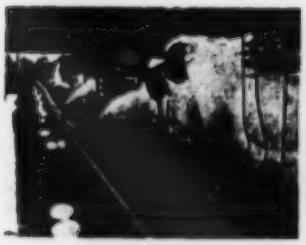
Kim: I read that one fourth of all the world's oil is beneath the ground in Saudi Arabia. Your country must have many oil wells!

Mr. Ibrahim: Yes, we do. Saudi Arabia exports more oil than any other country in the world. It also makes chemical products from oil.

Ned: Do most Saudis work in the oil industry?

Mr. Ibrahim: No. Saudi Arabians work at many kinds of jobs. Some own stores. Others build modern schools, hospitals, and hotels. Others work at TV stations. We have doctors, teachers, and computer experts. Many people work for the government.

Gary: I know that Saudi Arabia is a kingdom. I guess your government is different from ours!



Saudis produce poultry and wheat and export what they do not need.

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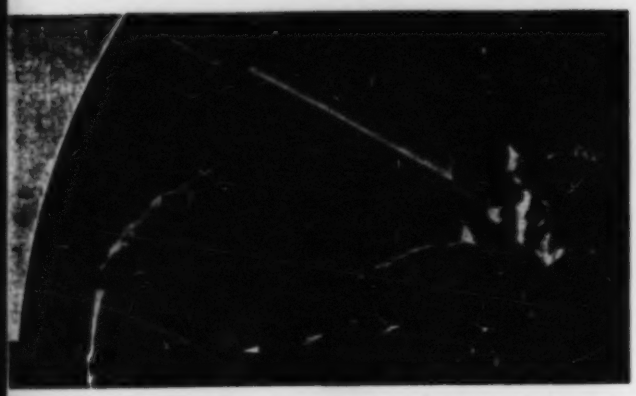


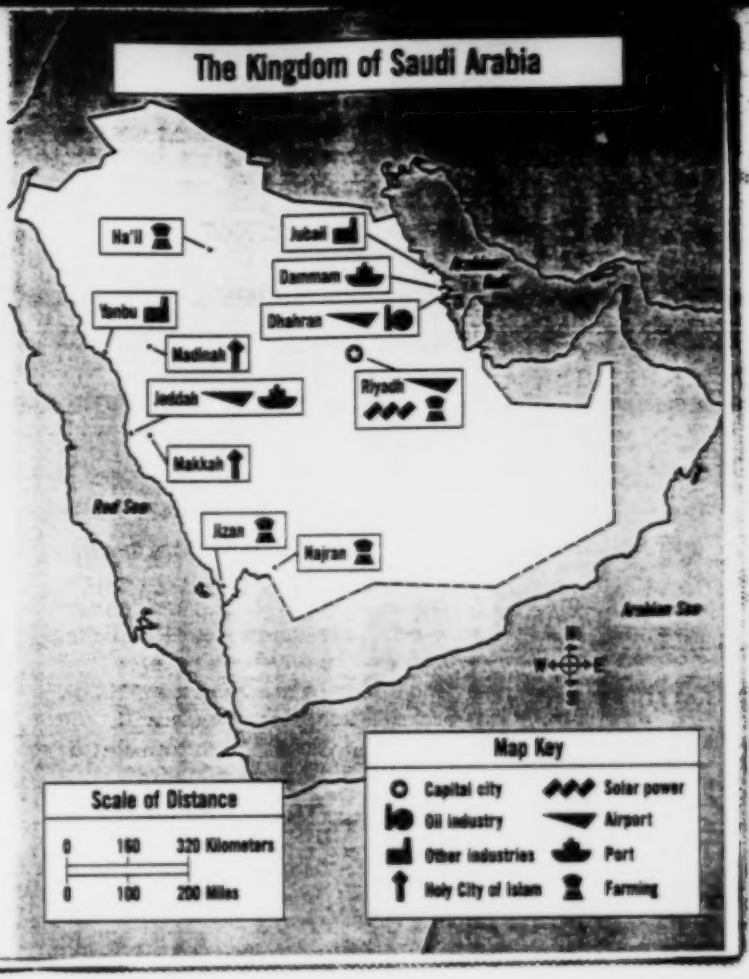
Saudis have always studied stars. Here they use modern instruments.

Mr. Ibrahim: Yes, it is. Saudi Arabia has a king, not a president. And the laws of Saudi Arabia are based on Islam, our religion.

Joan: Islam began in Saudi Arabia, didn't it?

Mr. Ibrahim: That's right. It began long ago in Makkah, a holy city in Saudi Arabia. Around 610 A.D., a man named Mohammad lived in Makkah. At that time, many people worshipped idols. God chose Mohammad to tell people not to do this.

God's Angel Gabriel appeared to Mohammad. Gabriel told him to tell



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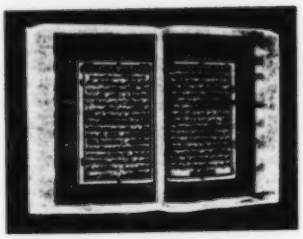
Muslims everywhere face this Holy Mosque in Makkah when they pray.

everyone that there is only one true God. Mohammad was God's prophet.

The Angel gave Mohammad other messages from God. They are all in the Quran (ko-RAN), our sacred book. People who accept these teachings are known as Muslims. Our religion is called Islam. Islam means accepting God's will.

Toni: Is every Saudi Arabian a Muslim?

Mr. Ibrahim: Yes! That's why Islam is so



The Quran was written in Arabic.

important in Saudi Arabia. The Quran, the first book we learn to read, is our guide for life.

Pete: Do all Muslims live in Saudi Arabia?

Mr. Ibrahim: Oh, no. About a billion Muslims live around the world. But each year, millions of them visit Makkah. According to Islam, all Muslims must make this visit at least one time.

Jose: This must make Saudi Arabia important to other Islamic countries!

Mr. Ibrahim: Yes, it does. And our country is important to the rest of the world, too.

Saudi Arabia works hard to build world peace. In fact, we are one of the countries that founded the United Nations. We also trade with nations all over the world. And we give aid to poor countries. Your country does this, too!

Mike: I read that America and Saudi Arabia have been friends since the 1930s.

Mr. Ibrahim: That's right! And then, in 1945, our two countries became even better friends. In that year, Franklin Roosevelt, an American president, met the first

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king of Saudi Arabia, King Abdulaziz Al Saud (ab-DOOL-ah-ZEEZ al SAWD). They discussed ways our two countries could work together.

Today, Saudis and Americans have many contacts. We buy important products from each other. We work together on scientific projects. Thousands of Americans visit and work in Saudi Arabia. Many Saudis study in the United States.

We have different laws and customs, but Saudi Arabians and Americans are great friends!

Teacher: Thank you for the lesson about Saudi Arabia, Mr. Ibrahim! We learned that it is a modern nation whose people care very much about their traditions.

Prince Sultan bin Salman, Saudi astronaut, 1985

King Fahd *(right)* visiting President Ronald Reagan *(left)* in the United States, 1985

We know that Saudi Arabia, the birthplace of Islam, is important in the Muslim world. We see why it's important to other nations, too. And I'm sure we know why Saudis and Americans are good friends. Tim, someone told me you know the Arabic word for "Thank you."

Tim (*grinning*): Yes, I do! *Shukran!*

Crown Prince Abdulah (*left*) greeting U.S. Vice President Bush in Saudi Arabia, 1986

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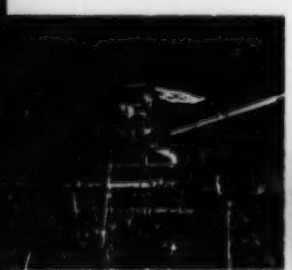
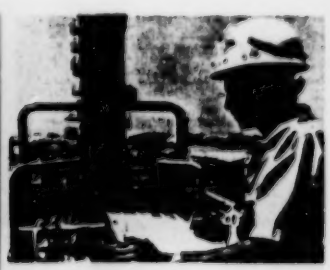
A TEACHING PROGRAM ON THE KINGDOM OF SAUDI ARABIA
FOR JUNIOR HIGH SCHOOL

The Kingdom of Saudi Arabia

Saudi Arabia Today





TEACHING GUIDE FOR

"The Kingdom of Saudi Arabia"

Introduction for Teachers. "The Kingdom of Saudi Arabia," which this guide accompanies, contains up-to-date maps, photos, and text for helping students explore Saudi Arabia, an influential modern nation, whose people carefully guard their values and traditions.

General Background on Saudi Arabia. Among the world's 170-plus nations, Saudi Arabia has made great strides into the modern world in less than two decades. It has significant influence in the Middle East and among nations around the globe. It is one of the top 15 nations in per-capita gross national product.

Birthplace of Islam, Saudi Arabia is host each year to millions of Muslim pilgrims to Makkah. Thus, while becoming a political force in the world at large, it retains a special role in the Islamic world as well.

For these reasons, and because it has been a friend and partner of the United States for more than 50 years, Saudi Arabia is a nation whose recent development and current world role should be known by American students.

Contents of This Guide. While your use of the reprints will undoubtedly be influenced by curriculum tie-ins, the guide offers the following support for a self-contained social studies unit on Saudi Arabia:

- suggested social-studies learning objectives;
- in-depth background on specific topics;
- discussion topics for oral and written assignments;
- suggested activities (some, for evaluation);
- two duplicatables (one, involving map study).

Suggested Learning Objectives. "The Kingdom of Saudi Arabia" deals with current Saudi efforts to establish agricultural self-sufficiency (*page 1*) and economic diversification (*page 3*); with the ties between Islamic history and the history of Saudi Arabia (*page 2*); and with the Kingdom's basic international policies (*page 4*).

Use of these four pages of narrative, photos, and maps will make it possible for your students to

- identify key geographic features and resources in Saudi Arabia;
- give examples of different industries and occupations in modern Saudi Arabia;
- describe how their modern economy benefits Saudis;
- trace the history of Saudi Arabia, from the birth of Islam to the founding of the Kingdom in 1932;
- explain the role of Islam in the lives of Saudis today;
- summarize major ties between the U.S. and Saudi Arabia;
- give examples of Saudi relations with other nations.

PREVIEW

Activity 1: Preview "The Kingdom of Saudi Arabia." Italicized sections at the top of all four pages form a running dialogue between Jim, an American teen, and Faisal, his Saudi friend.

If students read these sections in sequence, they will get a preview of the following key themes: Saudi Arabia is a land of surprising geographic variety (*page 1*). It is at the center of world Islam (*page 2*). Their values and traditions shape the way Saudis deal with the Kingdom's rapid economic development (*page 3*). Saudi Arabia plays a leading role in the world and is a strong friend of the United States (*page 4*).

Activity 2: Prepare a question to guide students' reading. After students glance at the page introductions, subheads, and picture captions, ask them to state a question they expect to find answered in this article.

This activity can serve two goals for you: (1) It will give each student a personal objective and motivation for reading. (2) It will give you an insight into what students *expect* to find when they read about another country. (Do they look for facts, only, but not for understandings? Do they tend to look for confirmation of stereotypes?)

PAGE 1

Activity 3: Locate Saudi Arabia. An opening paragraph of the reprint states that Saudi Arabia is at the crossroads of three continents. It is a strategically located nation.

Have students use a classroom globe, world map, and/or atlas to locate Saudi Arabia at the "crossroads" referred to. Help them to speculate on the importance of this location—for trade, for example.

Have them also locate Saudi Arabia with reference to other nations in the (a) Eastern Hemisphere, (b) continent of Asia, (c) Middle East, (d) Islamic world. (Muslim countries make up practically all of northern Africa and southwest Asia, and also include Bangladesh, Indonesia, and Malaysia.)

Activity 4: "Read" photos and end a stereotype! Do students have a one-image mental picture of Saudi Arabia? Is it the image of a desert? Direct students' attention to photos that suggest the variety of geographic features in the Kingdom.

Discuss: What is the best way to characterize the land of Saudi Arabia? This kind of question is good for helping students to formulate simple generalizations based on a variety

SAUDI ARABIA AT A GLANCE

Official name: The Kingdom of Saudi Arabia
Area: About 865,000 square miles—roughly the size of the U.S. east of the Mississippi
Population: About 9,000,000
Major cities: The largest cities, each with a population over 1,000,000, are Riyadh (capital) and Jeddah.
Religion: Islam, the basis of the country's laws
Government: A monarchy, in which the King is Head of State and Prime Minister
Flag and Symbol: The inscription on the Kingdom's flag is the Muslim creed: "There is no god but God, and Mohammad is the messenger of God." In the Kingdom's symbol, swords represent justice and strength rooted in faith. A date palm symbolizes vitality and growth.
Official language: Arabic
Per-capita income: $12,200
Chief products: Oil, natural gas, cement, fish, grain, dates, citrus fruits, chemicals, plastics, metals
Leading suppliers of Saudi imports: Japan, U.S., West Germany, Italy, U.K.
Leading receivers of Saudi exports: Japan, U.S., France, Italy, West Germany
Currency: Riyal (In early 1987, about 3¼ riyals equal U.S. $1.00.)
Calendar year: The Islamic lunar year is 354 or 355 days, comprised of 12 months of 29 or 30 days each. The Islamic calendar begins with the *Hijra*, the year of Mohammad's emigration from Makkah to Madinah. The year 1987 A.D. is roughly parallel to the Islamic calendar year of 1407.

WATER IN SAUDI ARABIA: A PRECIOUS RESOURCE

Directions: Read "Saudi Arabia's Water Resources" and study the graph below. Then answer the questions at the bottom of this page. Base your answers on (A) and (B).

A. Saudi Arabia's Water Resources

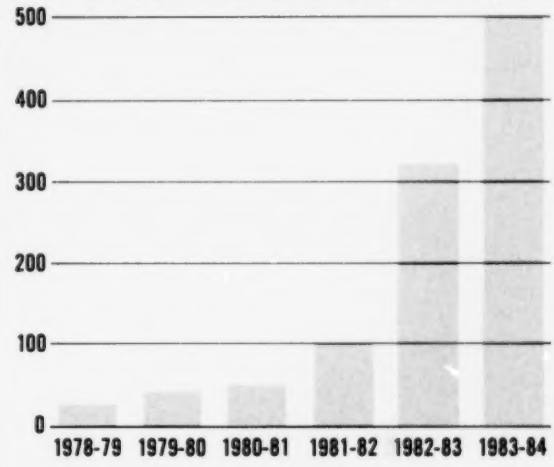
As Saudi Arabia continues to build its modern economy, the management of its water resources is an increasing challenge. Most of the Kingdom's water now comes from two types of sources: (1) aquifers, underground pools of water that are tapped by wells; and (2) desalinated seawater.

Desalination, the removal of harmful salts, makes seawater fit for drinking and other uses. Since the water in Saudi aquifers is not a renewable source, the Kingdom has placed a high priority on desalination research. The Kingdom's Saline Water Conversion Corporation (SWCC) is a world leader in desalination efforts. Today, there are more than 20 operating desalination plants in Saudi Arabia—most of them, on the Red Sea coast.

But the technology for desalination is expensive. And desalted water has to be piped hundreds of miles to inland cities. Saudis, therefore, build dams, conserve their precious water and continue to look for other sources. Recent satellite photos, for example, indicate there still are huge untapped aquifers in the Kingdom.

B. Desalination in Saudi Arabia: Early Years

(in mgds, millions of gallons supplied per day)



Source: Royal Embassy of Saudi Arabia

I. Write each answer on the line provided. Next to each answer, write E if you found your answer in the excerpt; write G if you found your answer in the graph. The first one is done for you.

a. On what coast are most of Saudi Arabia's desalination plants located? a. Red Sea E

b. How many mgds of desalinated water did the Kingdom produce between 1982 and 1983? b. _____ _____

c. Besides desalinated water, what is the Kingdom's other chief source of water? c. _____ _____

d. About how many operating desalination plants does Saudi Arabia have? d. _____ _____

e. How did Saudis recently discover that they still have untapped aquifers? e. _____ _____

f. When did Saudi Arabians achieve a single-year 100% increase in mgds of desalinated water? f. _____ _____

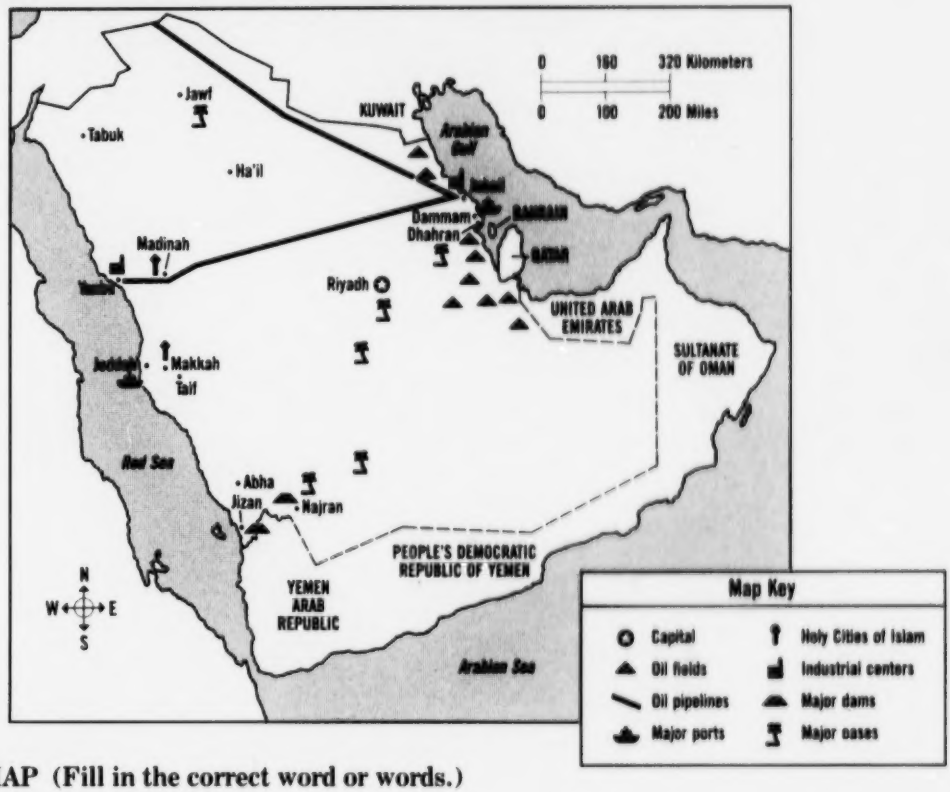
II. Imagine you are a Saudi newspaper editor in 1983. You have just learned the current year's rate for daily output of desalinated water in the Kingdom.

Write an editorial in which you state your opinion about two things: (a) the success of the Kingdom's efforts to develop water resources; (b) the plans that Saudi Arabia should make for its future water needs. Give specific facts to support your opinions. (Use the other side of this paper.)

Prepared by Learning Enrichment, Inc. Teachers may make machine copies of this duplicatable to distribute to their classes.

Saudi Arabia Today

SAUDI ARABIA TODAY: A MODERN ECONOMY



A. READ A MAP (Fill in the correct word or words.)

1. The capital of Saudi Arabia is _____.
2. A major Saudi dam is located near _____.
3. Three of Saudi Arabia's eastern neighbors are _____, _____, _____, and _____.

B. INTERPRET A MAP (Write the letter of the best choice.)

_____4. Saudi Arabia is located on (a) an isthmus; (b) an island; (c) a peninsula.

_____5. Most Saudi oil fields are located in the (a) east; (b) west; (c) south.

_____6. The Yanbu-Jubail pipeline covers about (a) 200 miles; (b) 400 kilometers; (c) 600 miles.

_____7. Most Saudi industrial centers are (a) near Jawf; (b) along the coasts; (c) in the north.

_____8. Among the following, the most likely place you'd find large, modern farms is (a) Tabuk; (b) Jizan; (c) any place in the southeast.

C. WRITE ABOUT IT! (Use the other side of this paper.)
Saudi Arabia used the income from its oil industry to start other, new industries. Write a paragraph in which you (1) name two of these new industries, and (2) explain why Saudi Arabia decided to use its oil income this way.

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of data. Example: Saudi Arabia is a large country with many landforms and with both green and arid areas.

Activity 5: Evaluate Saudi Arabia's water needs and plans for satisfying them. In the section titled "Vast and Varied Land," the writer mentions the importance of efficient water use in Saudi Arabia.

"Water in Saudi Arabia: A Precious Resource," a duplicatable on page 2 of this guide, presents added data about Saudi efforts to conserve and improve their water resources. The exercise requires students to read both an excerpt and a chart (a) to answer multiple-choice questions and (b) to write an editorial about these efforts.

Answers: (I) a-Red Sea (E); b-325 (G); c-aquifers (E); d-more than 20 (E); e-satellite photos (E); f-1981-82 (G). (II) Answers will vary: (a) Students probably should use the fact that in 1983 annual mgds increased 225% over the previous year. (b) Answers might include: further research, conservation, etc.

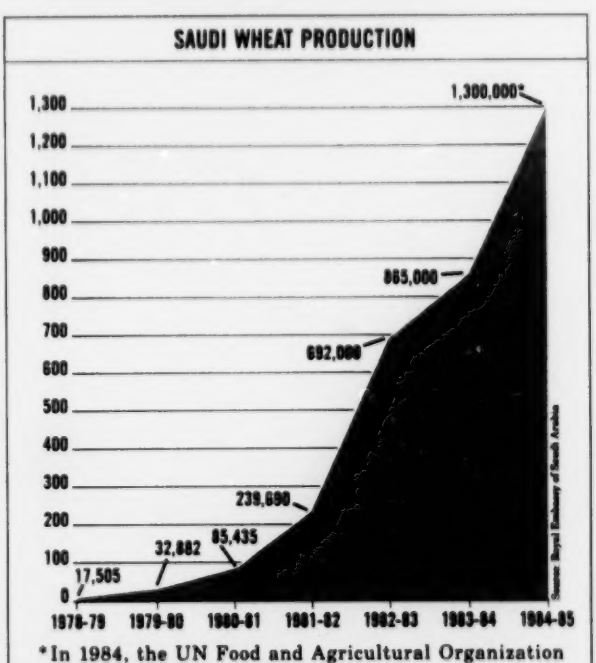
Activity 6: Categorize industries in Saudi Arabia. For a quick overview of Saudi industries (and for skills reinforcement, too), have students classify each industry mentioned in "A Resourceful People" as primary (*e.g., agriculture*), secondary (*e.g., manufacturing*), or tertiary (*e.g., medicine, communications*). Tertiary industries include service-sector occupations and professions.

Discuss the writer's comment that the percentage of Saudis in farming decreases as the percentage in other industry levels increases. This is happening in the U.S., too: What causes this turnaround? What kinds of change does it mean for people who no longer have a place in farming?

PAGE 2

Activity 7: Read About/Discuss Islam in Saudi Arabia. The following questions may be useful for either a guided-reading activity, or for post-reading discussion:

1. What were the basic characteristics of the society into which the Prophet Mohammad was born?
2. What experiences led the Prophet Mohammad to preach the message of Islam? What was that message?



*In 1984, the UN Food and Agricultural Organization honored Saudi Arabia for its rapid achievement of self-sufficiency in wheat production. Estimated tonnage for 1985-86 is 2,000,000.

3. How was Mohammad's message received during his life?
4. Where did Islam spread in the first centuries after Mohammad? (*See Activity 3, above.*)
5. What has been the role of the Saud family in the development of an Islamic state in Arabia?
6. What are the five pillars of Islam?

Activity 8: Write an essay on the role of Islam in the lives of Saudi Arabians. American students live in what is described as a pluralistic society—a "salad bowl." Invite students to think about what it means to live in a society with one single set of teachings and values—in this case, those of Islam. The five pillars of Islam are links that all Saudis share. Ask students to write an essay on the following variation of a sentence on page 2: Islam Helps Saudis to Keep Their Values During a Time of Great Change.

Activity 9: Build a vocabulary about Islam. As a quick quiz, ask students to write a one-sentence definition for five (or all) of the following: Islam, Ramadan, pillars of Islam, Hajj, Qu'ran, Kaabah, mosque.

PAGE 3

Activity 10: Read an economic map, #1. The account of the Saudis' discovery of oil at Dammam in 1938 (*see "Mineral Wealth" on page 3*) is a good point in the text to refer students' attention to the economic map on that page. Questions like the following can be used to help students reinforce their map skills:

(*Basic skills level*) Locate Dammam; name Saudi Arabia's capital, its major water boundaries, a major industrial city, etc.

(*Higher skills level*) Locate the major geographic regions of Saudi Arabia. What is the approximate length of its Red Sea coast? (*around 800 miles*)

(*Highest skills level*) Where would you expect to find major concentrations of the Saudi population? (*along both coasts, on oases, where major roads cross*) What role do the Red Sea and the Arabian Gulf play in the Saudi economy? (*They harbor the Kingdom's oil industry ports, its east-west trade terminals; etc.*)

Activity 11: Read an economic map, #2. To evaluate students' grasp of facts and understandings about the Saudi economy, use the questions in "Saudi Arabia Today: A Modern Economy," a duplicatable on page 3 of this guide.

Answers: (A) 1-Riyadh; 2-Najran or Jizan; 3-Bahrain, Qatar, and United Arab Emirates. (B) 4-c; 5-a; 6-c; 7-b; 8-b. (See symbols for dams and oases near Jizan.) (C) Answers will vary. See (1) "Diversification" on page 3 and "A Resourceful People" on page 1; (2) "Benefits for All" on page 3 and "Toward Tomorrow" on page 1.

PAGE 4

Activity 12: Account for U.S.-Saudi ties. After students read the section titled "U.S. and Saudi Arabia" on page 4, ask them to (a) list the various ties that link the two nations, and (b) rank them in order of importance.

Have students read aloud and explain the way they ranked U.S.-Saudi ties. Discuss differences of opinion.

Activity 13: Discuss the world role of Saudis. Under "Worldwide Influence," the writer claims that "Saudi Arabia is very influential on the world scene." Ask students to find three examples of this influence. (*It is the spiritual center of Islam; it has a quarter of the world's oil reserves; it belongs to many world organizations; etc.*)

Discuss: How can Saudi Arabia use its influence for world peace and economic growth in the world?

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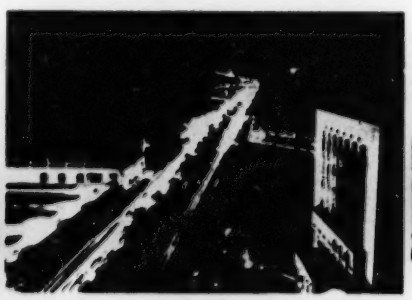
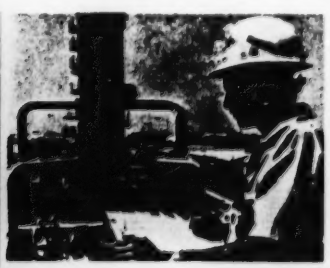
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A TEACHING PROGRAM ON THE KINGDOM OF SAUDI ARABIA
FOR SENIOR HIGH SCHOOL

The Kingdom of Saudi Arabia

Saudi Arabia Today

"The Kingdom of Saudi Arabia"

Introduction for Teachers. "The Kingdom of Saudi Arabia," which this guide accompanies, contains up-to-date maps, photos, and text for helping students explore Saudi Arabia, an influential modern nation, whose people carefully guard their values and traditions.

General Background on Saudi Arabia. Among the world's 170-plus nations, Saudi Arabia has made astounding strides into the modern world in a little under two decades. It exerts significant influence in the Middle East and among nations around the globe. It is one of the top 15 nations in per-capita GNP.

Birthplace of Islam, Saudi Arabia is host each year to millions of Muslim pilgrims to Makkah. Thus, while emerging as a political force in the world at large, it retains a unique role in the Islamic world as well.

For these reasons, and because it has been a friend and partner of the United States for more than 50 years, Saudi Arabia is a nation whose recent development and current world role should be known by American students.

Contents of This Guide. While your use of the reprints will undoubtedly be influenced by curriculum tie-ins, the guide offers the following support for a self-contained social studies unit on Saudi Arabia:

- suggested social-studies learning objectives;
- in-depth background on specific topics;
- discussion topics for oral and written assignments;
- suggested activities (some, for evaluation);
- two duplicatables (one, involving map study).

Suggested Learning Objectives. "The Kingdom of Saudi Arabia" deals with current Saudi efforts to establish agricultural self-sufficiency (*page 1*) and economic diversification (*page 3*); with the ties between Islamic history and the history of Saudi Arabia (*page 2*); and with the Kingdom's basic international policies (*page 4*).

Use of these four pages of narrative, photos, and maps will make it possible for your students to

- identify key geographic features and resources in Saudi Arabia;
- give examples of diversification in Saudi Arabia's economy;
- analyze the impact of their modern economy on Saudis in general;
- outline the religious history of Saudi Arabia, from the birth of Islam to the founding of the Kingdom in 1932;
- explain the role of Islam in the lives of Saudis today;
- evaluate the basis for and strength of U.S.-Saudi ties;
- make projections concerning the world role of Saudi Arabia in future decades.

PREVIEW

Activity 1: Preview "The Kingdom of Saudi Arabia." Italicized sections at the top of all four pages form a running dialogue between an American teen and his Saudi counterpart.

If students read these sections in sequence, they will have, in effect, a preview of the writer's treatment of the following key themes: Saudi Arabia is a land of surprising geographic variety (*page 1*). It is the spiritual center of world Islam (*page 2*). Saudi values and traditions shape the outcome of the Kingdom's rapid economic development (*page 3*). Saudi Arabia plays a leading role in the world and is a strong friend of the United States (*page 4*).

Activity 2: Prepare a question to guide students' reading. After students glance at the page introductions, subheads, and picture captions, ask them to formulate a question they expect to find answered in this article.

This activity can serve two goals for you: (1) It will provide each student with a personal objective and motivation for reading. (2) It will give you insight into the level of students' expectations when reading about another country. (Do they look for facts, only, but not for insight? Do they tend to look for confirmation of stereotypes?)

PAGE 1

Activity 3: Locate Saudi Arabia. An opening paragraph of the reprint reminds us that Saudi Arabia is at the crossroads of three continents. It is, by many points of reference, a strategically located nation.

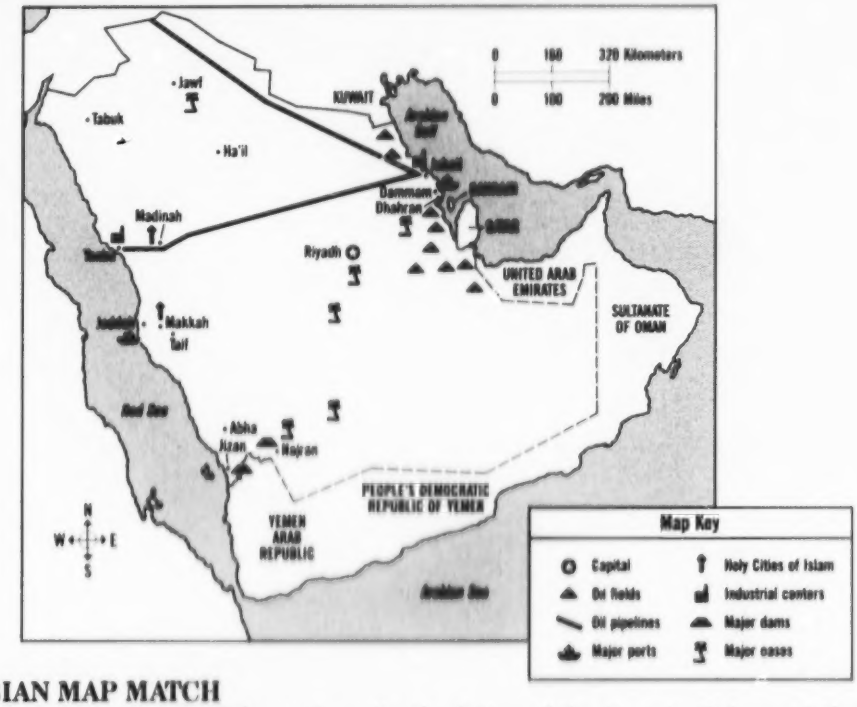
Have students use a classroom globe, world map, and/or atlas to locate Saudi Arabia at the "crossroads" referred to, and also with reference to other nations in the (a) Eastern Hemisphere, (b) continent of Asia, (c) Middle East, (d) Islamic world. (Muslim countries make up practically all of northern Africa and southwest Asia, and also include Bangladesh, Indonesia, and Malaysia.)

Activity 4: "Read" photos and end a stereotype! Do students have a one-image mental picture of Saudi Arabia? Is it the

SAUDI ARABIA AT A GLANCE

Official name: The Kingdom of Saudi Arabia
Area: About 865,000 square miles—roughly the size of the U.S. east of the Mississippi
Population: About 9,000,000
Major cities: The largest cities, each with a population over 1,000,000, are Riyadh (capital) and Jeddah.
Religion: Islam, the basis of the country's laws
Government: A monarchy, in which the King is Head of State and Prime Minister
Flag and Symbol: The inscription on the Kingdom's flag is the Muslim creed: "There is no god but God, and Mohammad is the messenger of God." In the Kingdom's symbol, swords represent justice and strength rooted in faith. A date palm symbolizes vitality and growth.
Official language: Arabic
Per-capita income: $12,200
Chief products: Oil, natural gas, cement, fish, grain, dates, citrus fruits, chemicals, plastics, metals
Leading suppliers of Saudi imports: Japan, U.S., West Germany, Italy, U.K.
Leading receivers of Saudi exports: Japan, U.S., France, Italy, West Germany
Currency: Riyal (In early 1987, about 3¼ riyals equal U.S. $1.00.)
Calendar year: The Islamic lunar year is 354 or 355 days, comprised of 12 months of 29 or 30 days each. The Islamic calendar begins with the *Hijra*, the year of Mohammad's emigration from Makkah to Madinah. The year 1987 A.D. is roughly parallel to the Islamic calendar year of 1407.

SAUDI ARABIA TODAY: A MODERN ECONOMY



A. SAUDI ARABIAN MAP MATCH

On the line before each item in Column 1, write the letter of the item in Column 2 that most closely identifies or relates to it. Base your answers on the map above.

Column 1	Column 2
_____1. Eastern industrial center	a. Bahrain
_____2. Region with hydroelectric power	b. Jubail
_____3. National capital	c. 400 kilometers
_____4. Gulf partner	d. Jeddah
_____5. East-west pipeline	e. Eastern region
_____6. Distance between Makkah and Madinah	f. Taif
_____7. Entry port for Muslim pilgrims	g. Southwest
_____8. Scenic summer resort	h. Dammam
	i. 600 miles
	j. Riyadh

B. A DIVERSIFIED ECONOMY (Use the other side of this paper.)

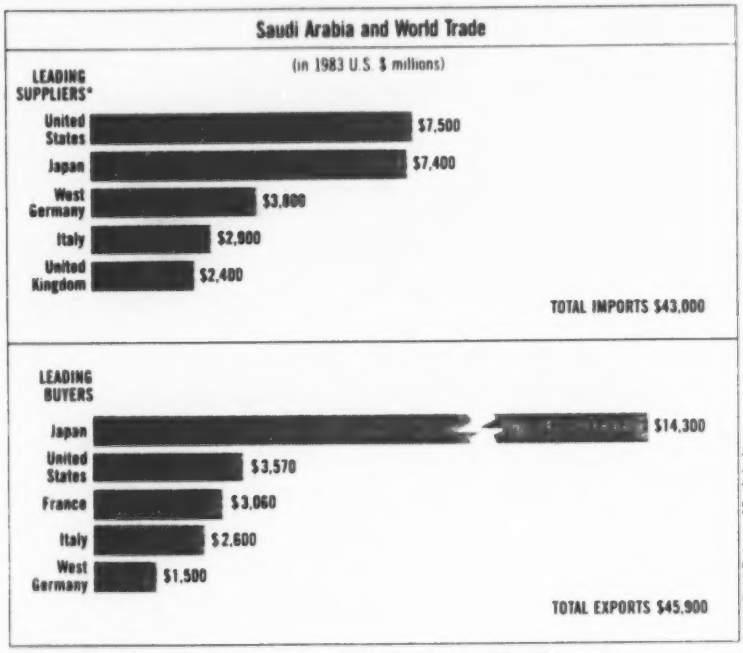
"Oil is still the backbone of the Saudi Arabian economy. In recent years, however, the government and people of Saudi Arabia have taken gigantic steps to reduce economic dependence on oil."

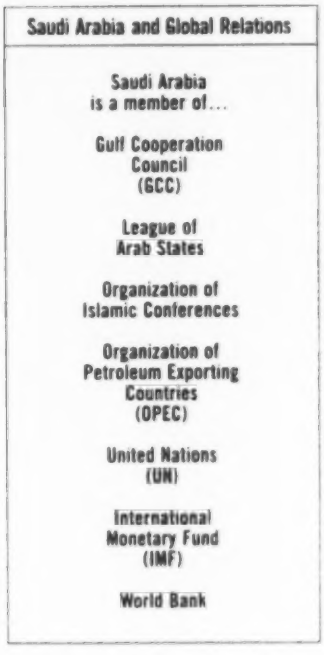
—"The Kingdom of Saudi Arabia," page 3

In two or three paragraphs, explain (1) how Saudi Arabia has diversified its economy in recent years and (2) how the income from this expanded economy is used for the benefit of its citizens.

Prepared by Learning Enrichment, Inc. Teachers may make machine copies of this duplicatable to distribute to their classes

SAUDI ARABIA: LOOKING TO THE FUTURE




Saudi Arabia and Global Relations
Saudi Arabia is a member of...
Gulf Cooperation Council (GCC)
League of Arab States
Organization of Islamic Conferences
Organization of Petroleum Exporting Countries (OPEC)
United Nations (UN)
International Monetary Fund (IMF)
World Bank

*In the mid-1980s, Japan became the leading provider of Saudi imports.

"Saudi Arabia, a founding member of the United Nations, is very influential on the world scene. There are several reasons for this: Saudi Arabia is the spiritual center of Islam.... [It] also has a very stable government and one of the world's fastest-growing economies. It holds approximately a quarter of the world's recoverable oil reserves—more than any other country....[and it is] one of the world's top contributors of foreign aid."

—"The Kingdom of Saudi Arabia," page 4

QUESTION: What role will Saudi Arabia play in world affairs in the 21st century?

Referring to the charts and excerpt above, as well as to your general knowledge of Saudi Arabia, write an editorial stating the way(s) in which you think Saudi Arabia can influence regional and world events over the next 20 years. Include specific references and explain the basis for your opinions. (If needed, use the reverse side of this paper to complete your work.)

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image of a desert? Direct students' attention to photos that suggest the variety of geographic features in the Kingdom. Discuss: What is the best way to characterize the land of Saudi Arabia?

Activity 5: Categorize industries in Saudi Arabia. For a quick overview of Saudi industries (and for skills reinforcement, too), have students classify each industry mentioned in "A Resourceful People" as primary (*e.g., agriculture*), secondary (*e.g. manufacturing*), or tertiary (*e.g., medicine, communications*).

Then discuss the writer's observation that the percentage of Saudis in farming decreases as the percentage in other industry levels increases. This is happening in the U.S., too: What causes this turnaround? What kinds of change does it mean for people who no longer have a place in farming? (*See also the section on "Diversification" on page 3.*)

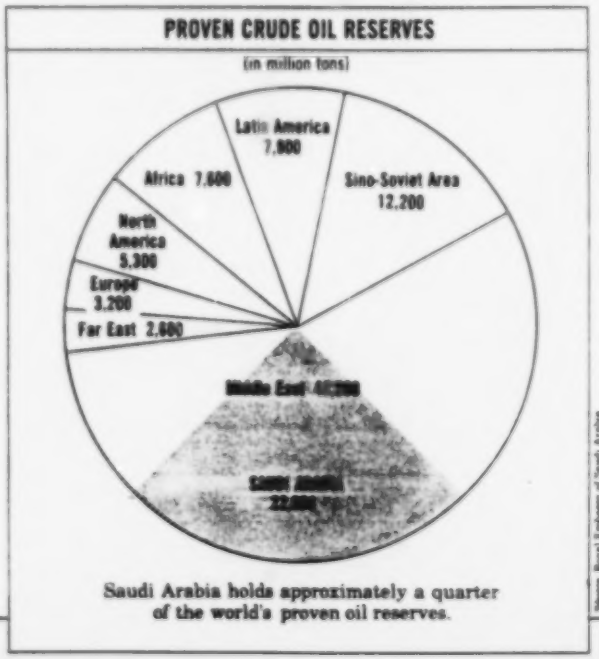
PAGE 2

Activity 6: Read About/Discuss Islam in Saudi Arabia. The following questions may be useful for either a guided-reading activity, or for post-reading discussion:

1. What were the basic characteristics of the society into which the Prophet Mohammad was born in the sixth century?
2. What experiences led Mohammad to preach the message of Islam? What was that message?
3. How was Mohammad's message received during his life?
4. Where did Islam spread in the first centuries after Mohammad? (*See Activity 3, above.*)
5. What has been the role of the Saud family in the development of an Islamic state in Arabia?
6. What are the five pillars of Islam?

Activity 7: Write an essay on the role of Islam in the lives of Saudi Arabians. American teens live in what is described as a pluralistic society. Invite students to think about the implications for everyday life of being part of a society whose every member shares the same socio-religious ethic—in this case, Islam.

The five pillars are important links that Muslims share. Ask students to write an essay on the following variation of a sentence on page 2: Islam Enables Saudis to Maintain Their Values During Times of Great Change.



Saudi Arabia holds approximately a quarter of the world's proven oil reserves.

Activity 8: Build a vocabulary about Islam. As a quick quiz, ask students to write a one-sentence definition for five (or all) of the following: Islam, Ramadan, pillars of Islam, Hajj, Qu'ran, Kaabah, mosque.

PAGE 3

Activity 9: Research the potential of Saudi mineral wealth. (And end another stereotype!) To draw attention to the variety of Saudi resources other than oil and natural gas, suggest that students research common uses for—and, by extension, the industrial value of—Saudi minerals listed at the end of "Mineral Wealth" on page 3.

Activity 10: Read an economic map, #1. The account of the Saudis' discovery of oil at Dammam in 1938 (*see "Mineral Wealth" on page 3*) is a good point in the text to refer students' attention to the economic map on that page. Have them locate Dammam, use the legend to identify current oil sites, etc. Questions like the following can be used to help students reinforce their map skills:

(*Basic skills level*) Name Saudi Arabia's capital, its major water boundaries, a major industrial city, etc.

(*Higher skills level*) Locate the major geographic regions of Saudi Arabia. What is the approximate length of its Red Sea coast? (*around 800 miles*).

(*Highest skills level*) Where would you expect to find major concentrations of the Saudi population? (*along both coasts, on oases, where major roads cross*) What role do the Red Sea and the Arabian Gulf play in the Saudi economy? (*They harbor the Kingdom's oil industry ports, its east-west trade terminals; etc.*)

Activity 11: Read an economic map, #2. To evaluate students' grasp of facts and understandings about the Saudi economy, use the questions in "Saudi Arabia Today: A Modern Economy," a duplicatable on page 2 of this guide.

Answers: (A) 1-b; 2-g; 3-j; 4-a; 5-i; 6-c; 7-d; 8-f. (B) Answers will vary. See (1) "Diversification" on page 3 and "A Resourceful People" on page 1; (2) "Benefits for All" on page 3 and "Toward Tomorrow" on page 1.

PAGE 4

Activity 12: Account for U.S.-Saudi ties. After students read the section titled "U.S. and Saudi Arabia" on page 4, ask them to (a) list the various public-sector and private ties that link the two nations, and (b) rank them in order of importance or significance. Discuss any differences in rankings.

Activity 13: Project Saudi Arabia's future role. "Saudi Arabia: Looking to the Future," a duplicatable on page 3 of this guide, invites students to (a) read two tables about Saudi political and economic partners, (b) review a passage about the Kingdom's current world role, and (c) make a projection—about this role over the next 20 years.

The suggested form for this projection is an editorial. If students need direction in how to prepare an editorial, the following checklist may be helpful:

1. Think about the topic of the editorial (*in this case, the future world role of Saudi Arabia*).
2. Review information related to this topic (*current Saudi assets and achievements; Saudi partners in international trade and politics; Saudi goals in general*).
3. Draw inferences from this information; look for patterns. (*Are Saudi Arabia's trading partners stable? Is Saudi Arabia involved in a wide, or narrow, range of political partnerships? Are Saudi goals constructive?*)
4. Form and express an opinion based on these patterns. (*In this case, make a projection about Saudi influence on world affairs in coming decades.*)
5. Support this opinion by references to facts.

The Kingdom of Saudi Arabia

Thanks to his friend Faisal, Jim—an American student visiting relatives in Saudi Arabia—finds many pleasant surprises.

"I always knew there was much more to this country than sand, oil and camels, but I never expected this," Jim says as he gazes at the green expanse of Al Hasa, one of the world's biggest oases.

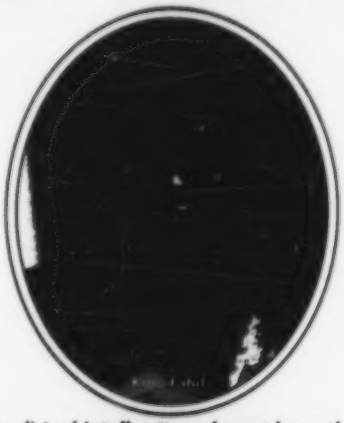
"Next week we will go into the Asir hill region," his friend responds. "There you will see rushing streams and waterfalls that may vanish when the dry season comes. You will find fields of wild flowers beneath tree-lined hills. Before you leave our land, you will see many wonders."

"I have already found many unexpected wonders. My first surprise was the stunning modern passenger terminal of the King Khalid International Airport in Riyadh with all those bubbling fountains, hanging gardens and modern art. That prepared me for your gleaming cities, giant sports stadiums, superhighways, modern schools. . . . But I am still encountering unexpected wonders."

VAST AND VARIED LAND

Saudi Arabia—at the crossroads of Europe, Asia and Africa—is about one third the size of the continental United States. This vast land includes the world's largest sand desert, the Rub Al Khali. But it also has grassy plains, wooded mountain slopes, cultivated fields, salt flats, old volcanic craters, and wide stretches of black lava. Beneath the surface, there's great mineral wealth. Best known are the huge deposits of oil and natural gas.

Most of Saudi Arabia is brown and arid. However, there have always been green regions. In recent years, the green regions have expanded enormously as a result of efficient water use, cultivation and long-term planning by the Saudi Arabian government and people. This greening of the land is expected to go on far into the future.



Saudi Arabia's flag (top of page) bears the Islamic creed. "There is no god but God, and Mohammad is the Messenger of God."

Modern Riyadh's buildings are signs of Saudi Arabia's great economic growth.

A RESOURCEFUL PEOPLE

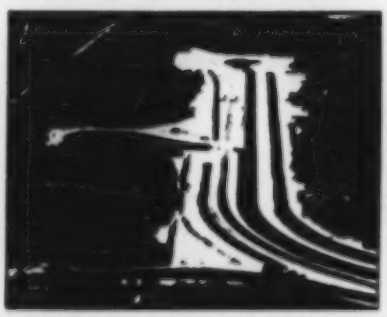
Saudi Arabia is home to an estimated 9 million people who are carefully using its resources, increasing its fertility and preserving its heritage. More than half the people of the Kingdom now live in towns and cities. No matter where they live, all Saudi Arabians continue to have a deep affection and respect for the land.

As in other modern countries, the number of people engaged in teaching, trade, government, art, science, medicine, communications, engineering and manufacturing technology increases steadily. At the same time, the percentage of people in farming and herding is decreasing. Despite that decrease, Saudi Arabia's food output is soaring. Efficient use of water and new farming methods have made the Kingdom self-sufficient in the production of wheat, dairy products, poultry, eggs, fruit and vegetables. Saudi Arabia now exports food to countries in the region.

TOWARD TOMORROW

Self-sufficiency in food is part of a legacy that the Saudi Arabians are creating for their children . . . and their children's children. This legacy also includes unsurpassed health-care, recreation and education services for everyone, a strong diversified economy, reliable water resources, and national parks for the Kingdom's varied wildlife.

As they build for tomorrow, the people of Saudi Arabia are very aware of the need to manage economic growth for an enduring, stable, concerned society. They are also aware of the need to preserve and pass on their rich spiritual tradition.



Desert covers much of Saudia Arabia and conceals great mineral wealth. Spring-fed pools mark al-Hasa, the world's largest oasis. Wooded slopes and terraced, cultivated fields are typical of the Asir mountain region.

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Millions of Muslims from around the world make the Hajj—pilgrimage to the holy city of Makkah—each year.

The holy Qur'an.

The Prophet's Mosque in Madinah, the second holiest city of Islam.

"There's much more to Saudi Arabia than natural and man-made wonders," Faisal explains to Jim. "This is the spiritual center of Islam. The world's one billion Muslims turn toward the holy Mosque in the city of Makkah for prayer and inspiration. This is where the message of God was given to the Prophet Mohammad."

DAWN OF ISLAM

In the year 570 A.D., an event took place that was to change the course of human history. A boy was born to the merchant tribe of Quraish in the town of Makkah on the Arabian Peninsula. He was named Mohammad.

At that time, the Arabian Peninsula was divided into many tribal regions and small city states, which were often at war with each other. Many of the people on the peninsula worshipped spirits and idols.

Makkah was, and still is, a place of devotion to God and pilgrimage to the *Kaabah*, a house of prayer built by the Prophet Abraham. Abraham is considered the ancestor of all Arabs.

As he was growing up in Makkah, Mohammad was disturbed by the social and religious squabbles of the region. So he sought answers through prayer and meditation in the desert hills near Makkah. During a period of meditation in the lunar month of Ramadan in the year 610, Mohammad started receiving revelations from God through the Angel Gabriel. The revelations continued for 20 years. Written down, these revelations make up the holy Qu'ran.

Inspired by the revelations, Mohammad preached the message of *Islam*—belief in one God and submission to the will of God.

SPREAD OF KNOWLEDGE

In Makkah, word of God's message to Mohammad was at first resisted for various reasons. In 622, Mohammad moved from Makkah to Madinah, where he was warmly welcomed. This event marks the beginning of the Islamic calendar, which is called *Hijra*, meaning "migration."

In Madinah, Mohammad encouraged a social/religious ethic, embodied in the Qu'ran, that dealt with the spiritual and material needs of the people. By the time Mohammed returned to Makkah, ten years later, Islam had become a dominant social and religious force in Arabia.

From Arabia, Islam spread to the far corners of the known world. The creed, *"La ilaha illa Allah; Muhammadun rasul Allah"* ("There is no god but God; and Mohammad is the messenger of God") could be heard from China and India in the east to Spain and North Africa in the west.

The spread of Islam carried with it the Arabic language, literature, culture and knowledge. This knowledge included concepts of astronomy, mathematics, physics, chemistry and medicine.

TO A MODERN NATION

A unified Islamic empire flourished throughout much of Asia, Europe and North Africa for several centuries. Eventually, this great empire split into several smaller empires and nations. The Arabian Peninsula again became divided between many tribes and rulers.

This was the situation in 1745 when religious reformer Mohammad bin Abdul Wahhab started preaching the need to return to the basic values of Islam. In this mission, the reformer got support and protection from Mohammad bin Saud, the ruler of the Arabian city state of Diriya. Together they worked to unify all of Arabia under Islam.

By 1800, most of Arabia was under the control of the Saud family. But this was followed by a long period of intervention by the Ottoman Turks and internal strife. In 1891, the Saud family was forced into exile in Kuwait. Ten years later, Abdulaziz Al Saud, a young representative of the family, returned to central Arabia. With 40 followers, he recaptured the city of Riyadh. Abdulaziz reunited the Kingdom of Saudi Arabia in 1932.

ROLE OF ISLAM

Today, Saudi Arabia is a modern Islamic society. The Qur'an—the teachings of God, given to Mohammad—is considered the constitution of the Kingdom.

In their daily lives, the people of Saudi Arabia, like all other Muslims, are unified by the *five pillars of Islam*:

1. Profession of belief in one God, Mohammad is the messenger of God.
2. Praying five times a day, facing in the direction of Makkah.
3. Almsgiving to the needy and for the community.
4. Fasting from dawn to sunset during the holy month of Ramadan.
5. Making the pilgrimage to Makkah (*Hajj*), at least once in a lifetime, by all who are able financially and physically.

These basic principles of faith give purpose and meaning to the lives of all the people. They enable them to maintain traditional and moral values during times of great change and challenge.

ARABIAN WILD [illegible]

Change and Challenge

"Has the country changed much since you were little?" Jim asks.

"Oh yes! Many roads, factories, airports, schools, hospitals, sports stadiums and even whole new towns have been built in my lifetime" Faisal pauses, then continues. "But that's nothing compared to the changes during the lifetimes of my father and grandfather. When my grandfather was young, there were very few paved roads in Saudi Arabia."

"All that change must be hard on older people like your grandfather. Right?"

"Maybe. But remember they also have riches that don't change—our traditional cultural and religious values."

MINERAL WEALTH

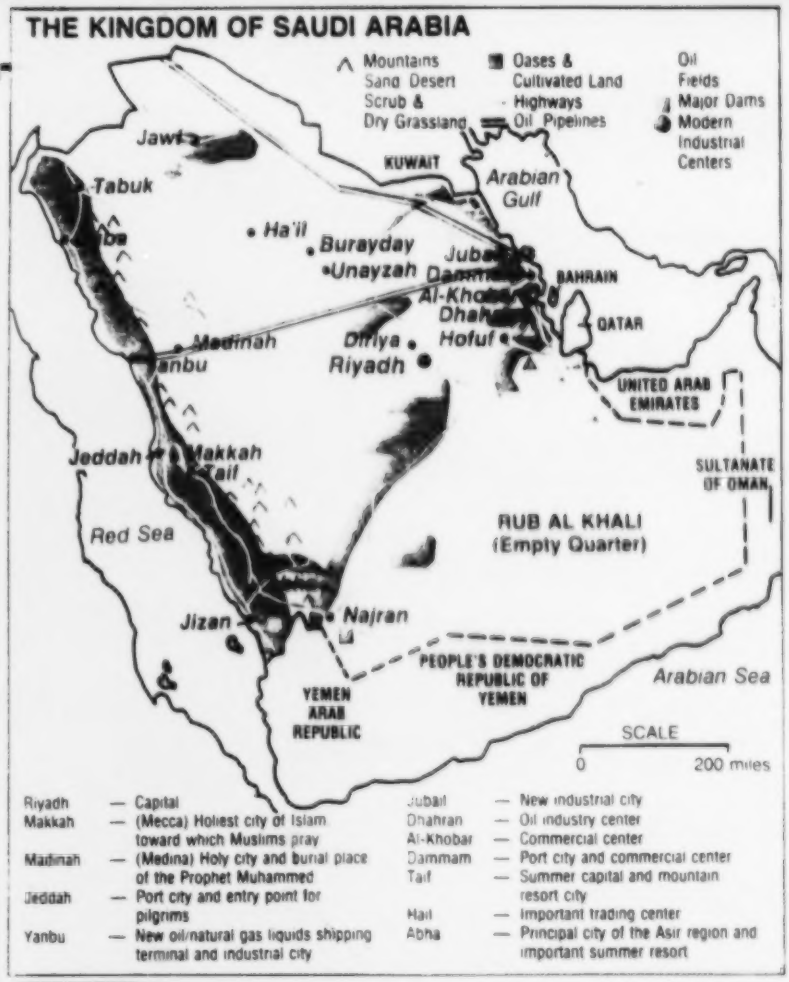
After years of searching, Saudi Arabian and American workers struck oil in a big way in 1938. As the "black gold" gushed from discovery well Dammam No. 7, geologists realized that there is an ocean of oil beneath the sands of Saudi Arabia.

Huge amounts of natural gas are associated with the oil deposits. Much of this gas is used as fuel and as a source of raw materials for Saudi Arabian industries. Quantities of natural gas in liquid form are now being exported to other countries, particularly in the Far East.

Oil and natural gas are just part of Saudi Arabia's mineral wealth. The Kingdom has rich deposits of iron, nickel, copper, zinc, molybdenum, gold and silver.

DIVERSIFICATION

Oil is still the backbone of the Saudi Arabian economy. In recent years, however, the government and people of Saudi Arabia have taken gigantic steps to reduce economic dependence on oil. Production of petrochemicals, fertilizers, steel, glass, plastics and cement has been greatly increased. Modern, planned industrial cities such as Jubail and Yanbu have been built.



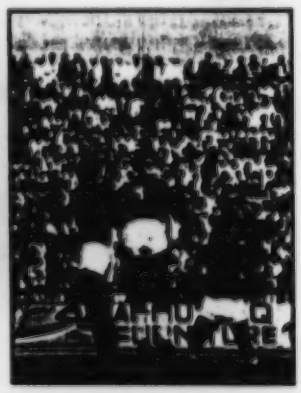
High technology services in communication and information processing are being expanded. A modern telecommunications network provides telephone and television services linking every Saudi Arabian city, town and village with each other and the rest of the world.

BENEFITS FOR ALL

Much of the income from oil and other industries has been used for the good of all the people of Saudi Arabia. Health care and medicine are free. Elderly citizens get social security payments. Free education is available from kindergarten through university. Sports and recreation facilities are located throughout the Kingdom.

Recently, a large national parks system was set up to preserve the Kingdom's natural beauty and rare wildlife. These parks will enable the people of Saudi Arabia to get close to nature and the physical heritage of their land. By preserving, and in some cases restoring, populations of rare animals, Saudi Arabia's national parks system benefits all people.

ACACIA TREE BLOOMS



Up-to-date university science labs, vast wheat fields, and big-league soccer are features of modern Saudi Arabia. The Kingdom increased its wheat production from 17,505 tons in 1979 to 1,300,000 tons in 1985. Saudi Arabia now exports food.

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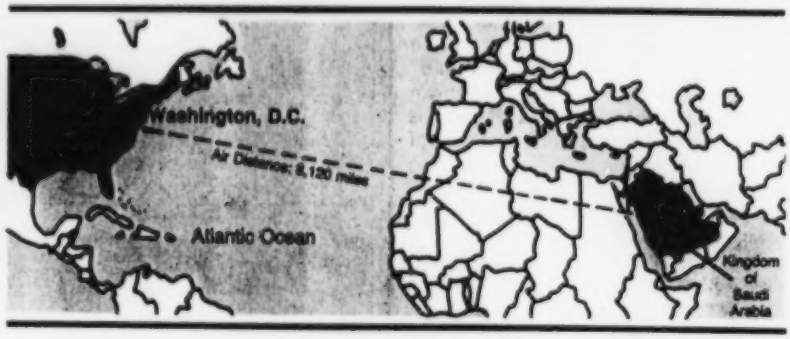
UNITED STATES INFORMATION AGENCY

King Abdulaziz and President F.D. Roosevelt reaffirm U.S./ Saudi Arabian friendship at 1945 meeting.

King Fahd and President Reagan exchange greetings during the King's February 1985 visit to the United States.

NASA

Space shuttle astronaut, Prince Sultan bin Salman.



"When did Saudi Arabia open up to the outside world?" Jim asks in an offhand manner.

Amazed by the question, Faisal replies: "Saudi Arabia has always been open to the rest of the world. Muslims from many lands have been coming as pilgrims to Makkah for centuries. From its founding in 1932, the modern Kingdom of Saudi Arabia has had close links to the United States. Both countries were founding members of the United Nations. Both continue to work together for peace, progress and stability."

U.S. AND SAUDI ARABIA

Saudi Arabia's friendly relationship with the United States predates reunification of the modern Kingdom. President Woodrow Wilson's peace principles and his call for the self-determination of nations were admired by future King Abdulaziz in 1918. Following the reunification of the Kingdom in 1932, the U.S. and Saudi Arabia established diplomatic and trade relations. A U.S. company was given permission to search for oil in Saudi Arabia.

From 1933 on, American and Saudi Arabian oil explorers worked together, often under difficult conditions. In the process, they developed respect for each others' ways and viewpoints.

In February, 1945, near the end of World War II, King Abdulaziz and President F.D. Roosevelt met aboard an American ship in the Red Sea. They exchanged views on peace plans and regional developments.

In 1974, a Joint Saudi Arabian-U.S. Economics Commission was formed to streamline economic cooperation between the two countries. In addition to diplomatic and economic links, the two nations are now working closely on several scientific projects. Saudi Arabian astronaut Prince Sultan bin Salman Al Saud was a crew member on the space shuttle *Discovery* during its June 1985 mission. On that mission, the Arab communications satellite, *Arabsat 1B*, was placed in orbit.

Many Americans live and work in Saudi Arabia and many Saudi Arabian students attend American schools and universities. There is a constant flow of people and exchange of ideas between the two nations. This has meant numerous personal contacts over the years and many long-standing friendships. Beyond trade and treaties, the person-to-person links between Saudi Arabia and the United States are strong . . . and getting stronger all the time.

WORLDWIDE INFLUENCE

Saudi Arabia, a founding member of the United Nations, is very influential on the world scene. There are several reasons for this: Saudi Arabia is the spiritual center of Islam. The King is the guardian of the holy cities of Makkah and Madinah. Saudi Arabia also has a very stable government and one of the world's fastest-growing economies. It holds approximately a quarter of the world's recoverable oil reserves—more than any other country.

Saudi Arabia belongs to many international organizations. These include the League of Arab States, the Organization of Islamic Conferences, the Organization of Petroleum Exporting Countries (OPEC), the Gulf Cooperation Council (GCC), the World Bank and the International Monetary Fund.

The Kingdom of Saudi Arabia actively provides aid and technical assistance to developing countries. In terms of percentage of gross national product (GNP), Saudi Arabia is one of the world's top contributors of foreign aid. This is in keeping with King Fahd's belief that Saudi Arabia belongs to "a world community which, in spite of its divergent interests, is in fact one family. . ."

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